General Optical Council

General Optical Council (GOC) Continuing Education and Training (CET) Scheme

CET scheme principles and requirements (v4)   January 2019

Contents

CET scheme principles and requirements v4 FINAL 190114

Introduction

This document is for any individual or organisation with a role in operating the CET scheme whether as provider, approver, registrant, auditor, IT developer, CET Administrator or CET Manager. This is primarily a reference document and you may not need to read all of it. By definition, this document will give you an idea of what has to be done but not the detail of how it is done. It's worth noting that much of this detail is captured in the IT platform which supports the scheme.

The purpose of this document is to:

- outline the principles which guide how the CET scheme operates;
- define the requirements of those who have a role in operating the scheme;
- define the requirements for those roles; and
- define terms where necessary.

At the end of this introduction there is a summary of how the CET scheme works which will help those who may be new to CET.

The CET scheme started in 2005 and completes its fifth cycle in 2018. A cycle lasts for three years. The CET scheme is based on the results of research into the risks associated with the optical professions and the requirements of revalidation.

The purpose of the CET scheme is to ensure registrants meet the statutory CET requirements and are able to demonstrate their continued fitness to practise.

The CET scheme therefore focuses on two things:

- the maintenance and development of the knowledge and skills currently required to be a registered optical professional; and
- the mitigation of the risks associated with being a registered optical professional.

This means:

- CET must have a clear focus on current practice and be related to the performance criteria and indicators for the units of competency for each profession.
- CET must support improved standards of patient care.
- A proportion of the statutory CET requirements must support the clinical decision-making process and reduce the risk of professional isolation.
- CET must encourage registrants to reflect on their own and other's current practice.

1.1 Definitions

- Principles – rules that govern practice and activity in the CET scheme.
- Requirements – activities that are required to be completed in a particular way or to a particular standard by individuals, groups of individuals or organisations involved in operating the CET scheme; standards of performance that must be achieved; standards of quality that must be achieved.
- Continuing Education and Training (CET) – a statutory process which registrants use to support the maintenance and development of the knowledge and skills currently required to be a registered optometrist and dispensing optician.
- CET scheme – a statutory process which registrants use to demonstrate to the General Optical Council (GOC) their continuing fitness to practise through the maintenance and development of the knowledge, skills, competence and conduct relevant to their professional group and scope of practice. The objective of the scheme is to support the registrant to plan, complete and reflect on the CET necessary for their continued fitness to practise.
- Advance approval – the GOC considers it to be important that a registrant should know before they complete any CET that they will receive CET points for successfully completing the CET. This is achieved by approving the CET in advance of it being offered to registrants.
- CET platform – a web-based platform used by all individuals and organisations involved in the scheme to complete the administrative and record keeping processes of the CET scheme.

1.2 Summary of how CET works

A registrant has a CET requirement which they have to meet. To meet the requirement they need to complete CET activities approved by the GOC. CET can only be delivered by a CET provider who is approved by the GOC.

To get their CET activities approved by the GOC a CET provider submits a CET submission to the GOC using the CET platform. The CET approver reviews the submission against a set of criteria and makes a decision to approve, not approve or request further information.

If accepted the CET becomes live on the CET directory and a CET code is allocated. The CET provider is informed that the submission has been accepted.

The CET provider delivers education and training in accordance with the approved submission, identifying those registrants who successfully completed the CET activity, on the basis of having participated for the duration required and demonstrated achievement of the learning objectives.

The CET provider collects the GOC registration number from those registrants who complete their CET provision. The CET provider informs the GOC of the registration numbers and the CET code for the CET provision completed by each registrant by using the CET platform. This creates a statement for each registrant which lists the CET they have completed and the CET points and competency units they have achieved. The GOC uses this statement to decide whether the registrant has met the CET requirement or not.

General principles for the CET scheme

1.3 Eligibility for CET

Any individual who fulfils the criteria for registration with the GOC as a dispensing optician or optometrist, irrespective of whether or not they are currently registered, can maintain a CET record on the CET platform. Optical students are not required to undertake CET.

Individuals who are not registered with the GOC but are qualified to be so and want to rejoin the register must complete CET before being restored to the register.

1.4 Principles behind the way CET works

Principles	Explanation
CET provision must be approved by the GOC in advance of it being offered to registrants.	This ensures that a registrant can be confident that they will receive CET points if they complete the CET provision successfully.
CET provision is approved against a set of criteria defined by the GOC.	This ensures the CET provision is relevant to the outcomes described in the appropriate CET competency frameworks and to the maintenance and development of the standards of the profession.
All organisations or individuals providing CET provision are registered with the GOC as CET providers.	This creates the audit trail for all CET provision and ensures providers comply with a code of conduct.
All registered CET providers have access to the CET platform.	This ensures that all relevant information is held in a single repository and creates a fast and efficient paper-less process.
Successful completion of CET provision must be confirmed by the CET provider and the registrant.	This double validation guards against fraudulent behaviour and leaves the registrant responsible for confirming they have successfully completed the CET provision.
The CET requirement is a combination of prescribed activities and learning hours that enable a registrant to reflect on their practice and behaviour.	Reflection on practice is an important part of being a professional and encourages registrants to take a professional approach to their development. Reflection is required for peer review and peer discussion activities. Prescribed activities focus registrants on the importance of

	discussion with fellow peers and professionals. Learning activities are recorded as CET points and provide a clear indication of the minimum effort and time required to maintain a professional and current level of knowledge and skills.
The GOC can audit the delivery of CET or the processes of a CET provider.	The GOC needs to be assured that CET when it is delivered matches the specification of the CET that was approved and meets the required standards.
An employer cannot access the CET statement or records of an employee.	The CET data is private. A registrant can print or save a copy of their CET Statement to supply to an employer or other third party if they choose to.
Tests and assessments used in CET to determine successful completion of CET would be failed by a lay person.	CET and the CET scheme must enhance the general standing of the profession within the community of health practitioners.
A registrant cannot request retrospective approval of a CET event they have attended (e.g. conference, tutorial, peer group).	All CET must be approved in advance.
To be approved as CET the education and training must require the participation and involvement of the registrant for a minimum period of one hour.	This supports the CET Rules.
The number of CET points allocated to CET is determined by the amount of peer interaction required of the registrant during the completion of the CET.	This encourages registrants to interact with their peers and learn from each other.

1.5 For registrants

- The CET scheme operates over a three-year period.
- Registrants must ensure they have a record on the CET platform and know how to access and use it.
- Registrants who have not achieved the CET requirements at the end of the three-year period will be removed from the register.

- The GOC will consider exceptional circumstances when deciding whether to remove registrants from the register.
- There are different CET requirements for each professional group.
- The CET requirements are a combination of learning hours, prescribed activities and reflection and are the minimum level of activity that is required.
- For a registrant joining the register for the first time during the CET cycle, the number of points is pro-rated based on the date of joining the register. For registrants joining the register for the first time in the last year of the cycle there is no requirement to complete the competency or peer review requirements.
- For the purposes of the CET scheme, reflection is defined as writing a statement which shows that the registrant has considered their current level of knowledge, skill, area of practice and experience; has reviewed any learning they have completed; has come to a considered comment about their own needs which may lead to future action.
- Registrants can only meet the CET requirements by completing approved CET provision; and where applicable by recording a reflection statement after completing peer review and peer discussion CET.
- Registrants can only gain CET points by successfully completing CET which has been approved for their professional group.
- Registrants living outside of the UK have the same CET requirement as registrants living in the UK.
- UK registrants can complete CET provision in countries outside the UK.
- The GOC may review CET records as part of fitness to practise investigations and any future revalidation procedures. The Council might in some circumstances be required to disclose information relating to a registrant's CET, for example if it discloses a serious criminal offence or if the registrant refers to this information in fitness to practise proceedings.

1.5.1 Restoring registration – the CET requirement

- In order to restore your registration following removal, a registrant:
  - Will have to make up any shortfall they have in meeting the CET requirement from a previous CET cycle which can include some or all of CET points, competencies, interactive points or peer reviews.
  - Will have to demonstrate that in the last 12 months they have completed a minimum of 12 general CET points, achieved 50% of these points from interactive CET, covered all the general competencies for their professional group, and completed a peer review, if required for their professional group.
  - Those registrants who are restoring to a specialist register will be required to complete the shortfall in specialist CET from the previous CET cycle. They must also demonstrate that in the last 12 months they have undertaken a minimum of 6 specialist CET points, of which

50% are interactive, met all the specialist CET competencies for their professional group and undertaken a peer review for their professional group. For contact lens opticians the 6 specialist points can count towards their general requirements under bullet point two. For therapeutic prescribers the 6 specialist points must be in addition to the 12 points required under bullet point two.

1.6 About CET provision

- CET provision must be submitted to the GOC and approved by the GOC in advance of it being offered to registrants.
- CET provision is approved against a set of criteria defined by the GOC.
- All organisations or individuals providing CET provision must be registered with the GOC as approved CET providers.
- All registered CET providers have access to the CET platform and must use this platform to complete the relevant scheme processes.
- Successful completion of CET must be confirmed by both the CET provider and the registrant before points will be awarded.

1.6.1 Approved CET

- By definition, approved CET is that which has demonstrated it is relevant to the professional CET competency frameworks and standards (https://www.optical.org/en/Education/CET/cet-requirements-for-registrants.cfm). Anything which is unrelated to GOC standards of CET competence and professional conduct will not be approved and should not be submitted for approval.

1.6.2 Product presentations

- A product presentation must provide a balanced summary of the products available to the profession in the particular subject area. The content of product related CET may need to be reviewed in advance by an approver. The presenter/lecturer must disclose if they are an employee of a company involved in the product area when the CET is advertised and at the start of the CET.
- A sales presentation for a single product will not be approved as CET.
- CET about a single product is possible in circumstances where no alternative choice is available, however the CET must not be sales oriented and must reference alternative products if applicable.

1.7 CET points and points types

- The achievement of the CET requirement is measured by the number of CET points a registrant has gained, the completion of the certain prescribed

Competencies or prescribed activities and the recording of reflection statements.

- All approved CET has a number of CET points attached to it based on criteria set by the GOC.
- There are two types of CET:
    - General CET is relevant to the maintenance of the knowledge, skill, competence and conduct for a defined professional group(s).
    - Specialty CET is relevant to the maintenance of the knowledge, skill, competence and conduct relevant to a specialty register.

1.8 Fraud

In the event of the CET Administrator suspecting that a registrant has created a fraudulent CET record, it will refer the evidence to the GOC.

Examples of fraud:

- Asking another individual to attend a CET event on his/her behalf and then claiming CET points for himself/herself.
- Falsifying a record sheet from a provider indicating that provision was completed.
- Falsifying an evidence of CET completion form.
- Using answers from another registrant to complete a test or assessment as part of the process of completing CET in order to achieve CET points without actually completing the CET itself.

1.8.1 Sharing answers

Registrants should not encourage fraudulent behaviour by openly sharing answers to CET tests and assessments.

CET requirements for optometrists and dispensing opticians

This section covers the CET requirements for each professional group including registrants who do not live in the UK.

1.9 General requirements

Registrants are required to:

Plan, organise and undertake their CET, by:

- Being registered on the CET platform.
- Reviewing their development needs using the Personal Development Plan on the CET platform by completing a scope of practice statement, considering development needs against their scope of practice and setting learning goals to complete in the three-year cycle.
- Being responsible for planning and doing CET to meet their learning goals. It is strongly recommended that CET should be achieved using a range of types of CET.
- Being responsible for gaining all requirements related to points, competencies and peer review in a defined three year CET cycle.
- Providing the CET provider with a valid GOC registration number or user code when applying to complete CET.
- Confirming their identity to the CET provider.
- Attending and participating for the full period of the CET and demonstrate achievement of the learning objectives in order to successfully complete the CET.

Record CET they have completed by:

- Using the CET platform to confirm to the GOC they have completed the CET.
- Using the CET platform to automatically submit their CET records to the Registrar at the end of the CET Period.
- Keeping copies of the evidence of CET completion issued by the CET provider and reconciling these with their record on the CET platform.
- Contacting the CET provider to resolve any discrepancies between their evidence of completion of CET and the record on the CET platform.

Reflect on their situation and experiences, by:

- Reflecting on the CET they have completed and writing reflective statements. This is mandatory for peer review and peer discussion activities

- Providing feedback to the CET provider or the GOC on any aspect of CET when requested to do so.

Complete CET at a regular rate

- Complete CET at a regular rate throughout the cycle. The GOC would expect the minimum rate to be at least six points per year.

1.10 CET requirements for optometrists

Optometrists must gain 36 points during a three year CET cycle. The following applies:

1. The points must cover all of the optometry CET competency units, specifically:
   - communication;
   - standards of practice;
   - ocular examination;
   - optical appliances;
   - contact lenses;
   - ocular disease;
   - assessment of visual function; and
   - assessment and management of binocular vision.
2. One CET activity may cover more than one competency area. Registrants will not therefore be required to get a separate CET point for each of the competency units.
3. Half of the general points requirement must be obtained through interactive CET (see 1.13). A maximum of 50% of the required number of general points can be obtained through text-based distance learning.
4. At least one peer review involving patient records and decision making; the registrant must write a reflective statement on completion via the CET platform.
5. Complete CET at a regular rate throughout the cycle. The GOC would expect the minimum rate to be at least six points per year.
6. Write a reflection statement for each peer review or peer discussion CET activity completed

1.11 CET requirements for dispensing opticians

Dispensing opticians must gain 36 points: during a three year CET cycle. The following applies:

1. These points must cover all of the dispensing CET competency units, specifically:
   - communication;
   - standards of practice;
   - ocular examination;
   - optical appliances;

- contact lenses;
- low vision;
- refractive management;
- ocular abnormalities; and
- paediatric dispensing.

2. One CET activity may cover more than one competency area. Registrants will not therefore be required to get a separate CET point for each of the competency units.

3. Half of the general points requirement must be obtained through interactive CET (see 1.13). A maximum of 50% of the required general points can be obtained through text-based distance learning.

4. Dispensing opticians are encouraged to participate in peer discussion but this is not a requirement.

5. Complete CET at a regular rate throughout the cycle. The GOC would expect the minimum rate to be at least six points per year.

6. Write a reflection statement for each peer review or peer discussion CET activity completed.

1.12   CET requirements for specialists

1.12.1 Contact lens optician

Contact lens opticians must gain a total of 36 points which must comprise 18 general points and 18 specialist points. The following applies:

1. Points must be gained across all of the dispensing CET competency units, specifically:
   - communication;
   - standards of practice;
   - ocular examination;
   - optical appliances;
   - contact lenses;
   - low vision;
   - refractive management;
   - ocular abnormalities;
   - paediatric dispensing.

2. All of the contact lens CET competency units must be covered. Where competency units are repeated as both general and specialty competencies (e.g. communication) the competency is only required to be achieved once. This does not apply to the contact lens units which are different for a dispensing optician and a contact lens optician.

3. registrants need to demonstrate that at least 18 points were gained by completing specialist contact lens CET.

4.   Half of the required points must be obtained through interactive CET (see 1.13). A maximum of 50% of the required points can be obtained through text-based distance learning.
5.   At least one contact lens peer review must be completed, involving patient records and decision making competencies; the registrant must write a reflective statement on completion via the CET platform.
6.   Complete CET at a regular rate throughout the cycle. The GOC would expect the minimum rate to be at least six points per year.
7.   Write a reflection statement for each peer review or peer discussion CET activity completed.

1.12.2 Therapeutic optometrists

Therapeutic optometrists must gain a total of 54 CET points:

1.   These must complete at least one peer review event involving therapeutic cases involving patient records and decision making competencies; the registrant must write a reflective statement on completion via the CET platform.
2.   Points must be gained across all of the optometry CET competency units, specifically:
     • communication;
     • standards of practice;
     • ocular examination;
     • optical appliances;
     • contact lenses;
     • ocular disease;
     • assessment of visual function; and
     • assessment and management of binocular vision.
3.   All of the specialty CET competency units must be covered. Where competency units are repeated as both general and specialty competencies (e.g. communication) the competency is only required to be achieved once.
4.   Registrants need to demonstrate that at least 18 points were gained by completing specialist therapeutics CET.
5.   Half of the required points must be obtained through interactive CET (see 1.13). A maximum of 50% of the required points can be obtained through text-based distance learning.
6.   Complete CET at a regular rate throughout the cycle. The GOC would expect the minimum rate to be at least six points per year.
7.   Write a reflection statement for each peer review or peer discussion CET activity completed.

1.13   Interactive CET

Interactive CET is defined as CET that:

Option A: **requires physical attendance** (e.g. lectures, workshops, peer review, etc.);

OR

Option B: **is part of a supervised course of education and training that involves:**

> **Option B(i):** provision of feedback for each individual from a tutor or an expert provided by the CET provider to support learning. The interaction must be with a tutor or expert regarding the CET content. This may be a peer, but the individual needs to be involved in the management of the learning process.
> **OR**
> **Option B(ii):** provision of reflection stimulus by the CET provider to enable the registrant to engage peers in one of the following ways:
>> a) in person verbal communication
>> b) non-instantaneous electronic communication (e.g. online discussion forum, internet thread, message board, etc.)
>> c) instantaneous electronic communication (online chat forums, webinar, video conference, Skype etc.)
>
> The interaction must be with at least one or more peer as defined in section 2.9.1 of the Principles and Requirements.
>
> The registrant must always record the interaction and reflection associated with interactive distance learning within their personal CET record

> **OR**

Option C: **is to be conducted fully by way of instantaneous electronic communication** (online chat forums, webinar, video conference, etc.) with one or more persons qualified as an optometrist or dispensing optician. The interaction must be appropriate to the modality of the CET and varies according to modality

Please note: Text based Interactive distance learning will only be approved under **Option B**.

Reflection Stimulus: Guidance

A reflection stimulus can be described as:

- A stimulus that provides a challenge to the registrant's understanding and creates a conversation about the learning objectives of the CET during which the registrants reflect on their own practice.

The reflection stimulus has a range of acceptable formats. Some examples of these are set out below as an indication, but this is not an exhaustive list:

- Physical 'worksheet / workbook'
- Learning objective review tool
- Reflection tool: START – STOP – CONTINUE technique
- Short questions embedded within the distance learning material
- MCQs: before and after the session to highlight how distance learning material has affected your understanding

Interactive CET must provide the following assurances:

- The registrant's learning is supported and errors in understanding are identified and corrected ⌞SEP⌟
- The registrant has the opportunity to reflect on their own understanding compared to that of others

1.14 CET requirements – restoring registration

In order to restore registration following removal, a registrant:

- Will have to have completed 12 general CET points or six general and six specialist CET points, achieved 50% of these points from interactive CET, covered all competencies for their professional group, completed a peer review, if required, within the previous 12 months. This requirement may be pro-rated for those who first joined the register within the last 12 months.

- Will have to make up any additional shortfall they have in meeting the CET requirement from a previous CET cycle which can include some or all of CET points, competencies, interactive points or peer reviews.

- Those registrants who are restoring to a specialist register only will be required to undertake a minimum of 6 specialist CET points, plus any additional shortfall they have in meeting the CET requirement from a previous CET cycle which can include some or all of specialty points, competencies, interactive points or peer reviews.

1.15 Non-compliance with the CET requirement

A registrant who has not met the CET requirement by the last day of the three year CET cycle may be removed from the register by the Registrar.

1.15.1 Submitting exceptional circumstances to the Registrar

A registrant who believes they have a genuine reason for not meeting the CET requirement by the deadline can apply to the Registrar to have their exceptional circumstances considered.

1.15.2 Disputes over CET records

If after the end of a CET cycle, a registrant with outstanding CET requirements believes that the information held by the GOC on the CET platform is incorrect, they may provide further evidence to outline why this is the case. The GOC will then consider this evidence and either modify its records and allow the registrant to remain on the register or proceed with removing the registrant for non-compliance.

1.15.3 Appeals

A decision to remove a registrant from the register for non-compliance with CET requirements will be subject to an appeal process details of which will be communicated by the GOC when notifying the registrant of the intention to remove them.

1.15.4 Registrants in the process of resolving exceptional circumstances, disputes or appeals – CET requirements

- During any consideration of exceptional circumstances, disputes or appeals after the end of the previous CET cycle, registrants will still have the opportunity to complete CET for the new CET cycle. From the first day of the new cycle a registrant will have access to their new CET record on the CET platform. Information on their previous shortfall in meeting the requirements of the previous CET cycle will be accessible during this period for reference.
- If a decision to remove the registrant from the register is enforced, CET points, competencies and peer review/discussion gained during this period will be applied to the restoration requirements for that registrant so that the points are not lost.

1.16 Registrants who live outside the UK

Registrants living outside the UK can use any form of approved CET provision that they can access. Registrants are required to inform the GOC in advance using the CET platform if they intend to complete CET from a non-UK scheme, as listed below.

Registrants living in South Africa, Australia, New Zealand or the USA may have access to CPD provision which has been approved by schemes run by the bodies listed below.

- South Africa – Health Professions Council of South Africa.

- New Zealand – scheme administered by the Optometrists and Dispensing Opticians Board.
- Australia – Optometry Board of Australia, scheme administered by the Optometrists Association of Australia; accredited CPD providers are:
  - University of Melbourne, Department of Optometry and Vision Sciences;
  - Queensland University of Technology, School of Optometry and Vision Science;
  - University of New South Wales, School of Optometry and Vision Science;
  - University of Auckland, Department of Optometry and Vision Science;
  - Optometrists Association Australia (National and State Divisions);
  - Australian College of Optometry.
- USA – Association of Regulatory Boards of Optometry – Council on Optometric Practitioner Education (COPE).

1.16.1 Options for approval of CET

There are two options for gaining approval of CET delivered outside the UK and these are:

- **Option 1**

The provider organisations accredited under these schemes can register as a CET provider and submit their CPD activities using the CET platform. The details of the CPD event must be submitted in advance so that confirmation can be given of the type and number of CET points which will be gained.

- **Option 2**

If the provider organisation does not register as a CET provider, then a registrant can submit the details of the CPD in advance using the CET platform.

1.16.2 Approval

CPD events submitted in this way will be processed using the standard approval process and may take up to ten working days to process.

1.16.3 Types of CPD

The following types of CPD from the above schemes may be eligible for CET points only **if the content is relevant to UK competencies and standards.**

South Africa – Health Professions Council of South Africa

- Level 1

Case study discussions

Formally organised special purpose lectures not part of a business meeting

- Level 2

Presenter of an accredited short course

Interactive skills workshop

Workshops, lectures and seminars on ethics

New Zealand – Optometrists and Dispensing Opticians Board

- Lectures, workshops are most likely to be approved for CET purposes

Australia – Optometry Board of Australia

- Group 1

Clinical – Lectures, seminars, presentations without assessments

Clinical – Presentations with assessment or practical small group workshops

- Group 3

Clinical – remote learning with assessment

USA – Association of Regulatory Boards of Optometry – Council on Optometric Practitioner Education (COPE)

- Lectures, workshops and distance learning

Registrants are strongly advised to only submit events or activities which are clearly relevant to the GOC CET requirements – i.e. relevant to the knowledge, skill, competence and conduct relevant to their professional group and scope of practice in the UK.

1.17 Registrants who live in the UK but complete CET in another country

Registrants can complete CET in another country. Registrants must inform the GOC in advance of the education or training they intend to do by using the CET platform. The education and training must be submitted for approval either by the provider organisation or the registrant.

The details of the event must be submitted in advance by the provider organisation using the CET platform so that confirmation can be given of the type and number of CET points which will be gained.

Registrants travelling to South Africa, Australia, New Zealand or the USA may have access to CPD Provision which has been approved by schemes run by the bodies listed below.

- South Africa – Health Professions Council of South Africa.
- New Zealand – scheme administered by Optometrists and Dispensing Opticians Board; individual events are submitted accredited. There is no registered Provider list.
- Australia – Optometry Board of Australia, scheme administered by Optometry Association of Australia; accredited CPD providers are:

  - University of Melbourne, Department of Optometry and Vision Sciences;
  - Queensland University of Technology, School of Optometry and Vision Science;
  - University of New South Wales, School of Optometry and Vision Science;
  - University of Auckland, Department of Optometry and Vision Science;
  - Optometrists Association Australia (National and State Divisions);
  - Australian College of Optometry.
- USA – Association of Regulatory Boards of Optometry – Council on Optometric Practitioner Education (COPE).

1.17.1 Options for approval of CET

There are two options for the approval of CET delivered outside the UK and these are:

1.17.1.1   Option 1

The provider organisations accredited under these schemes can register as a CET provider and submit their CPD activities using the CET platform. The details of the CPD event must be submitted in advance so that confirmation can be given of the type and number of CET points which will be gained.

1.17.1.2   Option 2

If the provider organisation does not register as a CET provider, then a registrant can submit the details of the CPD in advance using the CET platform.

1.17.2 Approval

CPD events submitted in this way will be processed using the standard approval process and may take up to ten working days to process.

1.17.3 Types of CPD

The following types of CPD from the above schemes that may be eligible for CET points

South Africa – Health Professions Council of South Africa

- Level 1

    Case study discussions

    Formally organised special purpose lectures not part of a business meeting

- Level 2

    Interactive skills workshop

    Workshops, lectures and seminars on ethics

New Zealand – Optometrists and Dispensing Opticians Board

- Lectures, workshops are most likely to be approved for CET purposes

Australia – Optometry Board of Australia

- Group 1

    Clinical – Lectures, seminars, presentations without assessments

    Clinical – Presentations with assessment or practical small group workshops

- Group 3

    Clinical – remote learning with assessment

USA – Association of Regulatory Boards of Optometry – Council on Optometric Practitioner Education (COPE)

- Lectures, workshop and distance learning.

Registrants are strongly advised to only submit events or activities which are clearly relevant to the GOC CET requirements i.e. relevant to the knowledge, skill, competence and conduct relevant to their professional group and scope of practice in the UK.

Registrants are strongly advised to plan ahead and submit events more than ten working days in advance of the event date.

1.17.4 Non-UK conferences not organised by an approved provider – completion of the activity before approval is completed

The GOC is aware that at larger conferences a registrant may decide to attend a lecture or workshop at short notice.

If a registrant chooses to submit such an event and informs the GOC of their intentions using the CET platform when there are fewer than ten working days before the date of completing the event, the registrant accepts the risk that the event may not be approved for CET points and that the GOC approval decision is final and binding.

However, the CET platform is available from any location with an internet connection so there is no reason why a registrant should not be able to inform the GOC in advance that they have made a decision at short notice to complete CET at an overseas conference – accepting the risk outlined above.

There is no post-approval of this type of education and training.

Approval of CET provision

1.18 Explanation and definition

This section looks at the requirement for CET to be approved and what that means. It then details the requirements of the roles involved in the process of approval, including the approver, provider and the GOC.

The legislation (CET Rules) requires the GOC to set the criteria against which CET is approved. The process by which these criteria are applied is known as the approval process.

The approval process involves a panel of approvers and the Chair of Approvers and one or more Deputy Chair of Approvers appointed by the GOC. Approvers are selected from all professional groups. The process should be completed within ten working days. A fast track process can be completed in three working days on payment of the appropriate fee by the provider to the GOC.

The Approval Process is the first stage in the quality assurance of CET. There are two quality assurance purposes to this stage:

- The assurance of the learning design process by requiring CET providers to record a specification for the CET they are proposing to develop and show how it meets the GOC's and registrant's requirements.
- The assurance of the wording and information entered by the CET provider and which the GOC will publish on the CET platform on behalf of the CET provider.

The specification is submitted to the GOC using the CET platform and is known as a CET submission. The information collected in the CET submission is reviewed by CET approvers.

1.18.1 Approved CET

To qualify as approved CET, the specification must demonstrate that the learning outcomes deliver the performance criteria and indicators for the selected competencies chosen from the GOC CET competency frameworks and meet the requirements of the CET scheme which are defined below. The CET competency frameworks are available on our website:
https://www.optical.org/en/Education/CET/cet-requirements-for-registrants.cfm

The purpose of the CET scheme is to ensure registrants meet the statutory CET requirements and can demonstrate that they continue to be fit for practise.

The CET scheme therefore focuses on two things:

- The maintenance and development of the knowledge and skills currently required to be a registered professional.
- The mitigation of the risks associated with being a registered professional.

This means:

- CET must have a clear focus on current practice and developments in current practice and be related to the performance criteria and indicators for the units of competency for each profession.
- CET must be designed to improve standards of professional practice and patient care.
- CET must not promote commercial, business or financial interests or practises that compromise standards of patient care or safety.
- CET must encourage registrants to reflect on their current practice.

1.18.2 Approval period

- CET is normally approved to the end of the three-year cycle. Therefore any CET approved after 1 January 2019 expires on 31 December 2021 in the 2019-21 cycle. The approval period starts on the date the CET is approved.
- Some CET approved in the 2016-18 CET cycle may have been approved to cover part of the 2019-21 CET cycle. If this is the case you will have received a specific expiry date.
- Approval means the CET can be advertised and offered to registrants and the provider can state that CET points will be achieved for successful completion of the CET.
- The CET can be completed by registrants at any time within the approval period.
- A registrant does not get CET points for successfully completing CET which is no longer within its approval period. It is the provider's responsibility to ensure that all CET offered is within its approval period.

1.18.3 Use of CET by a second provider

CET which has been approved can be transferred to other providers with the agreement of the originating provider. This means the second provider can offer the CET under its own name until the approval period has run out. For this to be valid the lecturers or personnel named in the original approved submission will need to be delivering the CET for the second provider. If this is not the case the transferred CET will need to be reapproved.

1.18.4 Advertising CET

When advertising, CET providers should state the target groups, competencies covered and the number of points the CET has been approved for.

Providers can advertise CET as "approval applied for" but should not refer to the competencies to be covered or points to be given until CET approval has been granted in order to avoid misleading registrants in the event that the CET is not approved.

1.19   The role of the CET approver

An approver is a registrant appointed by the GOC to review CET submissions from CET providers.

The CET approver:

- reviews the information submitted by the CET provider using the CET platform;
- completes the approval process within ten working days or within three days for a fast track approval;
- uses the GOC CET competency frameworks which include performance criteria and indicators, the GOC Standards of Practice, their own professional experience and the information submitted:
    - to decide whether or not the outcomes proposed in the CET submission support the maintenance and development of the knowledge and skills currently required to be a registered professional;
    - to decide if the type of CET proposed is an appropriate way of delivering the outcomes proposed;
    - to decide if the CET is delivering the indicators and performance criteria for the stated elements of competence;
    - to confirm that the CET is relevant to the professional groups proposed;
    - to confirm that the CET supports the improvement of standards of professional practice and patient care;
    - to 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 CET provider;
    - to identify whether there is anything missing from the content which is relevant to current practice and if so, inform the provider; and
    - to confirm the CET is not biased in favour of a specific product or designed to promote financial or commercial interests.
- confirms the quality of all images or materials submitted in advance for certain types of CET, e.g. visual recognition tests;
- reviews multiple choice questions (MCQs) submitted for distance learning against the GOC requirements; and
- makes a recommendation to approve or not approve.

1.20 Requirements applying to an approver during the approval process

The CET approver is required to:

- declare any conflict of interest in any submission they are asked to review and decline to complete the approval process for that submission;
- respect the confidentiality of the information provided and not provide copies of the submission to third parties;
- use the CET platform to communicate with the CET provider or approval manager during the approval process; and
- maintain their anonymity and not reveal their identity to the CET provider.

1.21 Role and requirements which apply to the provider

The role of the CET provider is to submit the specification for the CET they are proposing to the GOC so that it can be reviewed by an approver.

The CET provider is required to:

- be fully aware of the CET scheme requirements;
- use the GOC CET competency frameworks and GOC Standards of Practice when designing and delivering CET;
- submit the specification using the CET platform.
- provide any further information in order to complete the approval process if requested to do so;
- amend the submission as agreed with an approver;
- commit to design and deliver CET which matches the specification submitted for approval;
- quality assure their own CET provision to ensure it meets the required standards and the submission as approved;
- require authors and presenters who deliver their CET to do so in accordance with the specification submitted for approval;
- operate a mechanism to validate the participants who successfully complete the CET and achieve the learning objectives specified; and
- comply with the *Code of Conduct for Providers*, available on our website at https://www.optical.org/en/Education/CET/apply-to-be-a-provider.cfm

The provider can appeal the approval decision if they do not accept a decision to reject a CET submission.

1.22 Role of the GOC

The GOC ensures all submissions are processed within the ten working day deadline through the CET system including:

- submissions for CET provision from CET providers are allocated to CET approvers taking account of the target registrant group and any conflicts of interest;
- submissions are managed and tracked through the approval process;
- create management reports on the quantity and quality of submissions
- set the final status of a CET submission to 'approved/not approved' based on decision of approver(s);
- approving registrant-led peer review
- sending and receiving approver comments to and from providers;
- generating approver activity reports;
- creating, editing and deleting approver profiles;
- creating, editing and deleting CET submissions where necessary;
- providing email and telephone support and guidance for providers and first time providers.

1.23 Completing the approval process

The approver completes the approval process using an on screen form on the CET platform. The approver must:

- state the guidance and reference documents they used to confirm the currency of the content proposed;
- declare that the content proposed is up to date and follows current guidance;
- either confirm or update the elements of competence and performance criteria to those which they believe are most relevant to the CET being proposed;
- confirm the specified units of competency are relevant to the CET proposed;
- confirm the target groups which the CET is to be approved for;
- confirm the CET is designed to improve standards of professional practice and patient care;
- confirm that they are satisfied that the CET will deliver the learning outcomes proposed;
- review any content submitted by the provider and confirm it is appropriate.

On approving a CET submission, the approver must:

- write a text statement explaining why they believe the proposed CET maintains the up to date knowledge, skills, competence and conduct required for continued fitness to practise for the relevant professional groups.

On rejecting a CET submission, the approver must:

- categorise the main reason for their decision as:

- o concerns about content;
- o not designed to improve standards of professional practice or patient care;
- o relevance to GOC Standards;
- o ability to deliver the outcomes;
- o other.
- write a text statement explaining and evidencing the reasoning behind their decision.

1.23.1 Requirements which apply to the selection of approvers for reviewing a Submission

- One approver from the panel will be selected to review a submission when the proposed CET is for one professional group. The approver will be from the same target group. If the approver is unable to make a decision it will be referred to the Chair of Approvers or their deputy.
- Two approvers from the panel will be selected to consider a submission when the CET is for more than one professional target group. There will be an approver from each target group up to a maximum of two. Approvers may consult each other but should make their approval decision independent of the views of a second approver. If an approver is unable to make a decision it will be referred to the Chair of Approvers or their deputy.

1.24 Service standards which apply to the approval process

- Receipt of a CET submission is acknowledged within 24 hours by the GOC.
- Approval is completed within ten working days of submission.
- A CET provider is informed within 24 hours of the decision being made.
- The fast track approval process is completed within three working days of submission.

2 Requirements when specifying and designing CET

2.1 Principles

- The GOC supports innovation in designing and delivering CET and urges Providers to contact them if they have new ideas to discuss.
- Provision must be in a GOC specified CET competency area or areas.
- Provision must develop the behaviours and performance described by the indicators and performance criteria for the elements of competence which make up a unit of CET competency.
- The type of CET must be appropriate to the learning outcomes which the CET aims to achieve.
- The CET approvers will be asked to confirm that the stated learning outcomes for the event are appropriate for the CET competency area(s) to be covered.
- The GOC must approve the event/provision before it is offered to users.
- As long as a CET event is approved a provider may subcontract delivery of an event. This includes substituting an alternative speaker in the case of last minute and unforeseeable unavailability of speakers provided the substitute speaker is able to deliver to the original standard and provided the quality of the event is maintained.
- Approved CET can be transferred and used by a second approved provider without further approval.
- An approved CET event may be sponsored.
- The CET activity must always be the primary focus for the registrants involved.

2.1.1 Not CET

The following types of training or event cannot be approved as CET:

- Sales presentations for the purposes of extolling the benefits of a single product to the exclusion of all else.
- Presentations on internal business or company plans, results or strategy.
- Anything which is unrelated to the GOC CET competency frameworks.

2.1.2 Conferences and larger events

Complete conference programmes cannot be submitted for CET approval.

The individual events which make up the conference can be submitted for approval, e.g. individual lectures, seminars, workshops or peer discussions. These individual events can then be linked together to form a session which may cover all or part of a conference.

2.1.3 Taught degree courses

Complete degree courses or degree modules cannot be submitted for CET approval. The individual events which make up the course can be submitted for approval, e.g. individual lectures, seminars or workshops.

2.2 Using the CET competency frameworks

The GOC CET competency frameworks are structured as units of competency subdivided into elements of competence. Each element of competence has related performance criteria and indicators used to demonstrate achievement of that competency.

There are two forms of elements of competence which are written as:

- the ability to do something; or
- an understanding of something.

The type of CET chosen by the CET provider as being appropriate to deliver the indicators and performance criteria for an element of competence must be directly relevant to the form of the element of competence. The learning objectives must match the competences selected.

An example of the structure of the CET competencies is given in **Figure 1**:

Figure 1: Example of the structure of the CET competencies:

Unit of competency	Elements of competence	performance criteria	indicators
3. Methods of Ocular Examination The ability to perform an examination of the eye and related structures	3.1 The ability to use techniques in ocular examination and to understand the implications of the findings in terms of subsequent examination techniques	**3.1.1 Uses instruments to measure corneal curvature and assess its regularity**	**Uses instruments to accurately measure, assess and record the corneal curvature and regularity** **Correctly interprets the information gathered**
		3.1.2 Uses a slit lamp to examine the external eye and related structures	**Demonstrates an understanding of the methods of illumination, filters and other attributes of the slit lamp and their uses** **Demonstrates a full slit-lamp routine for the assessment of the external eye and related structures in a logical sequence**
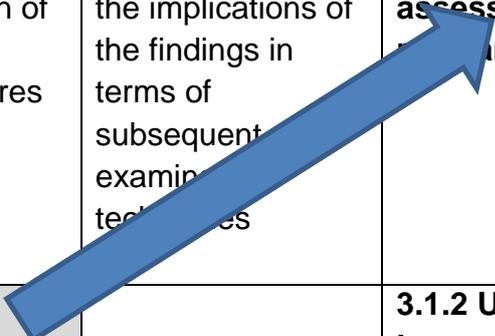
As a designer and deliverer of CET which helps registrants demonstrate their continued fitness to practise your focus should be on the performance criteria and indicators. Learning objectives must be designed to enable registrants to demonstrate the selected performance criteria and indicators.

2.3 Types of CET provision

Two key principles that apply:

- To be approved as CET the education and training must require the participation and involvement of the registrant for a minimum period of one hour.
- The number of CET points allocated to CET is determined by the mode of learning. Those modalities involving a greater level of interaction and opportunity for reflection can carry a greater amount of CET points.

A reminder of the definition of interactive CET is provided below:

Option A: **requires physical attendance** [(e.g. lectures, workshops, peer review, etc.];

OR

Option B: **is part of a supervised course of education and training that involves:**

> **Option B(i):** provision of feedback for each individual from a tutor or an expert provided by the CET provider to support learning. The interaction must be with a tutor or expert regarding the CET content. This may be a peer, but the individual needs to be involved in the management of the learning process.
>
> **OR**
>
> **Option B(ii):**
> provision of reflection stimulus by the CET provider to enable the registrant to engage peers in one of the following ways:
> > a) in person verbal communication
> > b) non-instantaneous electronic communication (e.g. online discussion forum, internet thread, message board, etc.)
> > c) instantaneous electronic communication (online chat forums, webinar, video conference, Skype etc.)
>
> The interaction must be with at least one or more peer as defined in section 2.9.1 of the Principles and Requirements.
>
> The registrant must always record the interaction and reflection associated with interactive distance learning within their personal CET record

OR

Option C: is to be conducted fully by way of instantaneous electronic communication (online chat forums, webinar, video conference, etc.) with one or more persons qualified as an optometrist or dispensing optician. The interaction must be appropriate to the modality of the CET and varies according to modality

Please note: Text based interactive distance learning will only be approved under **Option B**.

Reflection Stimulus: Guidance

A reflection stimulus can be described as

- A stimulus that provides a challenge to the registrant's understanding and creates a conversation about the learning objectives of the CET during which the registrants reflect on their own practice.

The reflection stimulus has a range of acceptable formats. Some examples of these are set out below as an indication, but this is not an exhaustive list:

- Physical 'worksheet / workbook'
- Learning objective review tool
- Reflection tool: START – STOP – CONTINUE technique
- Short questions embedded within the distance learning material
- MCQs: before and after the session to highlight how distance learning material has affected your understanding

Interactive CET must provide the following assurances:

- The registrant's learning is supported and errors in understanding are identified and corrected ␣␣␣
- The registrant has the opportunity to reflect on their own understanding compared to that of others

2.4 Learning modalities for the 2019-21 CET cycle

Criteria which apply to all modalities

- All CET must last for a minimum of 1-hour – excluding change over times.
- The registrant must successfully complete all outcomes and learning objectives and participate for the full duration.
- CET must have at least one learning objective which supports at least one of the competency units. CET does not need to cover more than one competency.

- Registrants must complete a reflection statement on MyCET for all peer review and peer discussion activities (this will be provided as part of the CET platform and does not have to be provided by the provider).

2.5 Changes for the 2019-21 cycle

- An updated online peer discussion group modality
- An updated lecture modality which covers online streaming of lectures
- An updated online lecture with peer discussion group modality to allow for discussion online or in person

No modalities have been removed.

2.6 Interactive CET – use of this form of CET is not limited

See the list in Appendix 1

2.7 Non-interactive CET and other capped forms – use of this form of CET is limited to 50% of a registrant's points requirement

See the list in Appendix 1

2.8 I've got a good idea but my CET does not fall into these neat categories. What do I do?

- The categories above are given as examples of the commonest ways in which CET has been delivered in the past.
- The GOC is keen that CET providers focus on the best way to deliver the learning outcomes and do not feel bound by the above examples. So if you have a new idea, or wish to propose a piece of CET which combines learning modalities you need to apply for CET approval using the 'other' category above. Within your Submission you need to explain why you believe what you are proposing will deliver the learning outcomes so that the approvals panel can work with you to understand your proposal and find the best way of approving it. Points to be awarded will be determined by the CET approver.
- The 'other' category should not be used to request further points for an existing approved modality.

2.9 Requirements for peer review event

This section gives more information about the design and delivery of the requirement for peer review event.

Peer review events can be delivered in three ways:

- registrant-led peer review group – a group led by a registrant using the real cases brought to the group by each participant.

- peer discussion group – a facilitator led discussion using a set of pre-prepared case-based patient scenarios.
- online peer review event – either of the above, but the participants are not at the same location but are linked by conferencing technology. A registrant has to make a request to the GOC to use this option.

2.9.1 Peer review group

Definition

A peer review group organised by a registrant for, and involving, other registrants.

Requirements

A peer review must have:

- an organiser with relevant optical experience and the ability to lead a group discussion in which all participants contribute;
- an environment in which a discussion can take place without interruption and in confidence;
- a minimum attendance of four peers (see below for definition of peers);
- a pre-determined topic(s) for discussion which has been communicated in advance to all participants to allow them to select relevant case records to discuss;
- a clearly defined learning objective(s) related to the competence selected (see below); and
- the correct competencies approved for each registrant group participating in order for them to be able to claim CET.

Definitions of peers

All types of registrants can participate in a peer review, but there are some restrictions as follows:

- **For the purposes of gaining 'optometry' or 'contact lens' competencies, only** optometrists and contact lens opticians are defined as Peers and there must be a minimum of four of these types of peers in order to apply for these competencies.
- Therapeutics specialists should attend a group made up solely of Therapeutics specialists, with a minimum of four participating.
- Therapeutic or contact lens specialists must do peer review in their specialty.
- Those working outside of the UK can undertake peer review with peers who are not registered with the GOC, but they should be performing equivalent roles within their own countries.

How the peer review should operate?

- The registrant makes decisions on diagnosis or treatment based on the case scenarios they are presented with by their peers and discusses these decisions with the group.
- The registrant identifies good and poor practice in relation to record keeping and discusses these decisions with the group.
- The registrant identifies examples from their own experience where they have dealt with similar cases.
- The registrant reflects on their own practice and lists things they will review on returning to work.

Defining learning objectives for registrant-led peer review

- The registrant is required to define the learning objectives for the peer review in advance using the CET IT system. The learning objectives must be relevant to the competence selected and reflect the elements and performance criteria as outlined in 2.2. Learning objectives should use the terminology outlined in 2.2, i.e. they should start with 'To be able to…' or 'To understand…'

For further information on setting up a peer review group, please refer to 2.11. For consideration of conducting an online peer review, see 2.9.3.

Success criteria

- >50% of registrants state that the process was straightforward and valuable.

Constraints

A peer review group can take place as part of a broader training day or event.

2.9.2 Requirements for peer discussion group

Scope

This is a structured discussion with a group leader/facilitator using a set of pre-selected example cases or ethical scenarios.

This format can be used with a larger number of people and be lead from the front by a presenter with a facilitator on each table so that a structured discussion in small groups can be achieved.

Terminology

The generic term facilitator has been specifically chosen to differentiate the role from that of trainer. The latter can imply the didactic imparting of knowledge and skill. It is acknowledged that a trainer can also be a facilitator.

Target groups

Anyone required by the GOC to attend a peer review event as part of attaining their CET requirement.

- Optometrists, therapeutic optometrists, contact lens opticians, dispensing opticians and ophthalmologists can attend the same group and are defined as Peers.

Objectives of peer discussion

- The registrant makes decisions on diagnosis or treatment based on the case scenarios they are presented with by the facilitator and discusses these decisions with the group.
- The registrant identifies good and poor practice in relation to record keeping and discusses these decisions with the group.
- The registrant identifies examples from their own experience where they have dealt with similar cases.
- The registrants reflect on their own practice and list things they will review on returning to work.

Given

To achieve these objectives, the registrant needs:

- a facilitator with relevant optical experience and the ability to lead a group discussion in which all participants contribute;
- a set of realistic, case-based scenarios and materials to make decisions on about diagnosis and treatment; and
- an environment in which a discussion can take place without interruption.

Success criteria

- >50% of registrants state that the process was straightforward and valuable.

Constraints

A peer discussion group can take place as part of a broader training day or event.

2.9.3 Requirements for an online peer review event

The requirements are as specified for a peer review group with the following additions. There must be:

- access to technology that connects all participants with the facilitator and each other in real time using video and sound;
- a facilitator trained in the use of the technology and techniques required for online discussion; and
- registrant training on how to use the technology and participate effectively in an online discussion before the live discussion group starts.

2.10   Requirements for a peer discussion programme

A provider may choose to set up a programme of peer discussions in order to help registrants meet the CET requirement. Such a programme needs to be approved by the GOC.

A programme is a defined as a series of peer discussion events run between a given start and end date.

A programme that uses the same peer discussion(s) and approved case studies for each event can be approved in a single submission.

The provider must inform the GOC of the following:

- The intention to offer a programme.
- The start and end dates of the whole programme.
- Dates, times and locations where events are to be run or have been run – these can be added after the programme has been approved as long as they are within the start and end dates.
- Names of the facilitators or group leaders involved and their relevant experience to deliver peer discussion.
- Whether the peer discussions are part of another larger event
- That they are registered as a provider of peer discussion and will confirm registrant completion, issue certificates of completion and upload details to the CET platform.
- That the peer discussion event has been approved
- That they will update names of facilitators as they change
- That they will not use peer discussion time to discuss business performance, sales, selling or promotion.

The peer discussion groups to be used must be approved and meet the requirements listed above.

2.11   Setting up a local peer review group

Individual registrants are encouraged to set up and lead peer review groups. They do not need to be approved CET providers.

An individual can therefore register on the CET platform to inform the GOC that they wish to do this and the GOC will then approve their request.

The minimum information required in advance is the:

- topic for discussion;
- competencies selected;
- learning objectives defined to outline how the competencies will be met
- location and facilities available;

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- date and time; and
- proposed number and type of attendees.

The individual must run the peer review group in line with the requirements given in 2.9.1.

The individual running and organising the group is entitled to CET points only if they take part in the group.

2.11.1 Post completion

After the CET, the peer review group leader completes an online declaration form and uploads the registration numbers of those who successfully completed the peer review CET. They can access this information through the 'submit peer review' button in their registrant record.

CET points – organisers and leaders of peer review groups do not receive additional CET points for taking the lead/facilitator role.

Note: these local groups will not appear in the CET directory as they are essentially a closed event.

3 Requirements of a CET provider

3.1 Explanation and definitions

The CET Rules require that any person who wishes to provide CET events to optometrists or dispensing opticians must apply to the GOC to be on the list of Approved CET providers.

3.2 Role

A CET provider is an individual or organisation that is approved by the GOC to deliver CET for the optical professions.

A CET provider can submit CET for approval using the CET platform and advertise that their CET delivers CET points.

A CET provider or a potential provider is referred to the statements below about the purpose of CET and quality assurance.

3.2.1 Purpose of CET scheme

The purpose of the CET scheme is to ensure registrants meet the statutory CET requirements and can demonstrate their continued fitness to practise.

The CET scheme therefore focuses on two things:

- the maintenance and development of the knowledge and skills currently required to be a registered professional; and
- the mitigation of the risks associated with being a registered professional.

This means:

- CET must have a clear focus on current practice and developments in current practice and have learning objectives which are designed to deliver the performance criteria and indicators for the selected units of competency for each profession.
- CET must be designed to raise standards of professional practice and patient care.
- CET should support the clinical decision-making process and reduce the risk of professional isolation.
- CET must encourage registrants to reflect on their own, and others', current practice.

3.2.2 Quality assurance of CET

There are four stages to this process:

- The CET provider submits a specification for the CET they propose which the GOC approves or rejects.
- The CET provider confirms that the CET delivered met the specification that was approved by the GOC or confirms any changes to the specification and why they were necessary.
- The GOC receives feedback from registrants on the CET they have completed.
- The GOC may conduct random or targeted audits on approved CET as it is delivered to registrants.

The aim of this process is to ensure that:

- registrants are being offered well planned and delivered CET which is related to their professional activities and competencies;
- the CET meets the requirements of the CET scheme; and
- the CET delivered matches the specifications that the GOC approved.

3.3 General requirements to be a CET provider

The provider must provide details and confirm they are able to:

- inform potential users that the provision has approval for a specific user group(s);
- inform potential users of the point value awarded to the CET event and the content and standard of the event;
- accurately record the name, address and GOC number of the CET users;
- have a mechanism for recording the name, address and user name of a participant who is not GOC registered;
- accurately record attendance and successful completion of CET by all users.
- provide a mechanism for gathering feedback from participants on the quality of the CET event;
- issue a printable or printed certificate of completion to those who successfully complete CET. This may be delivered electronically;
- maintain a set of CET records for a minimum period of six years detailing those who have successfully completed CET;
- confirm to the GOC within ten working days* of completion of the CET a list of all users who have completed CET successfully and the points awarded;
- confirm to the users within ten working days* their successful attendance and completion and points awarded.

*For distance learning providers who are unable to meet the ten working day deadline:

- confirm to the GOC, a minimum of once per calendar month, a list of all users who have successfully completed distance learning CET.

The provider must specifically confirm that they agree to:

- issue a certificate of completion with the title of the CET, the CET reference code, date CET was completed, competencies the CET was approved for, the type of CET point (general or specialist) and the name of the provider:
    - for peer review event CET the certificate must also state that the CET was for peer review event;
- maintain a set of records outside of the CET system for a minimum of six years;
- confirm completion of CET to the GOC within ten working days of CET delivery (for distance learning providers: within ten working days of the CET end date).

3.3.1 Audit

A CET provider agrees to give access to the GOC to their CET events and to their CET records in the event that the GOC decides to carry out an audit.

3.4 Applying to be a CET provider

A provider wanting to join the list must complete a registration form and pay an annual fee of £45 to the GOC. Annual renewal fees are payable in January each year.

The registration form requires information on the areas listed above in 3.3.

3.5 What the provider gets

An approved provider gets:

- permission to use the CET logos and promote events as approved;
- use of the CET platform to submit events for approval, complete CET declaration forms, inform the GOC of registrants who have completed CET successfully and view feedback from registrants about their CET.
- access to templates for an 'Certificate of Completion form' which the provider can use to give to the CET user as evidence that he/she has completed the CET event; and
- access to templates for a reflection statement which a registrant can write at the end of CET.

3.6 Types of provider

There are three types of provider as follows:

3.6.1 Approved provider

When the application has been reviewed and the provider fee has been received, the potential provider becomes an approved CET provider.

3.6.2 Peer discussion programme provider

An employer wishing to offer only a programme of peer discussion to their staff should register as an approved provider and confirm that they intend to offer peer discussion only.

3.6.3 Peer review group organiser

An individual registrant can register with the GOC as a leader and organiser of a peer review group.

4 What a CET provider has to do

4.1 Summary

The CET provider is required to complete the following processes:

- Submit CET specification to the GOC for approval.
- Register registrants to their CET events.
- Confirm registrants have successfully completed the CET.
- Confirm to the GOC that the CET was delivered to the specification that was approved.
- Provide a copy or synopsis of the content that was covered.
- Confirm to the GOC the details of registrants who have completed CET successfully.
- Respond to registrant feedback on their CET.
- Respond to any audit requests from GOC.

The CET provider must collect GOC registration numbers from those applying to complete their CET and assure themselves of the identity of the individual.

4.2 Registrant details

The provider must collect the following details from registrants:

- Full name and GOC registration number for each person completing CET.
- The CET user-code for a person who does not have a GOC registration number.

4.3 Confirm registrants have successfully completed CET

The CET provider must have mechanisms in place to record whether the registrant has successfully completed the CET or not.

Successful completion is defined as:

- demonstrating achievement of the learning objectives for the CET;
- participating for the full period of the CET e.g. a registrant must be present to the end of a lecture or workshop or peer discussion event.

4.4 Confirm to the GOC that the CET was delivered to the specification that was approved

The CET provider is required to assure the GOC that CET delivered and completed by registrants met the specification that was approved.

Within 10 working days* of CET delivery (*for distance learning providers before the first upload of registrant details), the provider must complete the CET declaration form to the GOC using the CET platform which:

- states the mechanism they used to monitor the quality of the CET delivered;
- confirms the content was delivered as proposed in the approved submission or notify of any changes;
- confirms the method of measuring the achievement of outcomes and the results of this measurement;
- confirms the learning outcomes were achieved as planned;
- confirms the reflection stimulus was used as planned;
- when the content was not delivered as planned, states the reasons why and any action that was taken to mitigate the situation;
- when the learning outcomes were not delivered as planned, states the reasons why and any action that was taken to mitigate the situation;
- states any other changes that were made to what was delivered compared to what was approved;
- confirms they believe the CET delivered met the scheme requirements.

*For distance learning providers: complete the CET declaration form before the first upload of registrant details.

4.5 Provide a copy or summary of the content that was delivered

- The provider must upload a copy of the materials used to deliver the CET. If this is not possible, they must state why and provide a summary of the content that was delivered.
- The following are examples that would be acceptable evidence for upload to the CET platform to verify the nature of the CET delivered.

Type of CET	Examples of evidence for upload
Uses a mixture of types of CET	To be defined by the approver

Lecture	Lecture notes or the presented slides in Word, PDF or similar. A copy of the questions asked and the answers given. Summary of the content delivered written by a person at the lecture.
Deliver a lecture	Lecture notes or the presented slides in Word or similar.
Discussion workshop	Notes or the presented slides in Word, PDF or similar. A description of how people were organised for the discussion; the trigger questions used; key learning points for the group from the discussion. Summary of the content delivered written by a person at the seminar.
Skills workshop	The schedule for the workshop with times allocated to each activity for each person. An outline of the content or key points covered in each activity. Names of instructors.
Peer review group	A list and description of the cases presented for discussion.
Peer discussion group	The reference numbers of the pre-prepared case based patient scenarios which were used.
Optical lab tour	Copy of the programme and content of the tour.
Poster sessions (as part of another CET modality)	The text and visuals used to construct the poster in electronic file format, e.g. Word, jpeg, etc. A digital image of the poster as displayed.
Text based distance learning	Copy of the published article. The MCQs and answers used.
Interactive text based distance learning	As above, plus a summary of content and outcomes of the interactions used.
Distance learning	Copy or evidence of the content. The MCQs and answers used.
Interactive distance learning	As above, plus a summary of content and outcomes of the interactions used.
Recorded lecture	Lecture notes or the presented slides in Word, PDF or similar from the original lecture. A hyperlink to the online content whilst it is available. A copy of the MCQs and answers used.
Interactive recorded lecture	As above, plus a summary of content and outcomes of the interactions used.
Visual recognition tests	Copies of the images used and the MCQs and answers used.

Interactive visual recognition tests	As above, plus a summary of content and outcomes of the interactions used.

4.5.1 Confidentiality and copyright of uploaded material

The GOC confirms that the material uploaded will only be used for the purposes of reviewing and auditing CET and will remain confidential and will not be made available to any third party and will not be used or reproduced for the purposes of delivering CET or for any purpose other than that described above.

4.6 Confirm to the GOC the details of registrants who have completed CET successfully

The CET provider is required to use the CET platform to inform the GOC that a registrant has successfully completed CET. This must be done within 10 working days of a registrant completing the CET. This requires the registrant's full name and registration number or user-code.

For distance learning providers who are unable to meet the ten working day deadline they must confirm to the GOC, a minimum of once per calendar month, a list of all users who have successfully completed distance learning CET.

4.7 Respond to registrant feedback on CET

The CET provider is required to acknowledge questions received from registrants who have completed CET within one working day and to answer questions within three working days.

The CET provider is required to have a mechanism in place for reviewing the feedback received from registrants about their CET provision and for making any necessary improvements to future CET provision.

4.8 Information required about proposed CET when submitted for approval

CET providers submit their CET submissions to the GOC using the CET platform. This ensures that all CET providers submit the same type of information and in a consistent way.

The following section details the information required:

4.8.1 How the proposed CET meets the requirements of the CET scheme

The provider must supply a text statement to demonstrate the following:

- State how they have identified the need for the CET:

- is the CET closing any specific gaps in knowledge and skill and how have these been identified?
- State how the CET supports the maintenance of the GOC Standards in current and developing practice:
  - state how the CET has been designed to be improve standards of professional practice and patient care.
  - for interactive CET, state how the CET reduces the risk of professional isolation by encouraging peer interaction and discussion;
  - state how the CET supports reflection of own and others practice.
- State the source of the content and any guidance or reference documents used.
- State the mechanism that will be used to stimulate registrants reflection.
- State how the subject matter or topic is relevant to the selected elements of competence.
- State how the learning objectives of the CET support demonstration of the performance criteria and indicators for each specified element of competence.

4.8.2   CET title, type and author

- CET title.
- CET type of learning method.
- Internal reference number.
- Confirm the CET will meet the GOC requirements for the selected mode of delivery and for CET.
- Name the author, presenter(s) or trainer delivering the CET.
- Confirm the author will use the CET submission as the specification for the CET they will create.
- Where appropriate, confirm that the author intends to claim CET points for delivering the CET.

4.8.3 Target groups

- State the target group(s).

4.8.4 CET competency mapping and learning outcomes

- State the unit(s) of competency.
- State the element(s) of competence for each unit of competency.
- State the performance criteria and indicators for each element of competence.
- For each element of competence specify the given learning objective designed to support demonstration of the performance criteria and indicators related to that competency element.
- State the method of measuring achievement of the learning outcome(s).

4.8.5 Interactive criteria

- State how the interactive criteria are met and completion of the interactive element by the registrant is verified.

4.8.6 CET search facility

- Write a statement describing the CET for registrants to read to be used in advertising of that CET in the CET search facility on the CET platform.

4.8.7 Confirmation that the provider will meet the requirements of registration

- Confirm that a certificate of completion will be issued.
- Confirm that a record of the CET delivered and the participants will be retained for six years.
- Confirm that the list of registrants who successfully completed the CET will be uploaded to the CET platform within ten working days of completion.

4.8.8 Provide content for review

- The provider will upload any files which are needed by the approvers in order to complete the approval process, e.g. image files, MCQs.

4.9 Key performance indicators

- Inform GOC within ten working days*of completion of the registration numbers of those who have completed CET successfully.
- *For distance learning providers who are unable to meet the ten working day deadline:
  - confirm to the GOC, a minimum of once per calendar month, a list of all users who have successfully completed distance learning CET.
- The percentage of events delivered in accordance with the original submission approved.
- Acknowledge question or queries from registrants who have completed CET within one working day.
- Reply to questions or queries from registrants who have completed CET within three working days. (This does not mean the query has to be resolved within three working days.)
- Achieve a satisfactory rating for their CET based on an average of the feedback given by registrants on the CET platform.

5 CET audit requirements

5.1 Principles

CET scheme principles and requirements v4 FINAL 190114

- A registered or accredited CET provider agrees to give the GOC access to their CET, CET events and CET records in the event that the GOC decides to carry out an audit.
- GOC appointed auditors may attend a CET event or complete distance learning provision anonymously for the purpose of audit without giving the CET provider advance warning.

5.2 Explanations and definitions

- As part of the quality assurance process, the GOC retains the right to review the quality of CET that is delivered against CET submissions that have been submitted and approved.

5.3 The approach to audit

- The GOC may review the delivery of CET events and CET materials against the specification that was approved.
- This is to confirm that the CET delivered matched the CET that was approved and met the GOC requirements for CET and the CET scheme.
- The purpose of the audit is not to review or judge the quality of the presenter, facilitator or workshop leader, although feedback on the suitability of the selected person may be provided.

5.4 Types of audit

There are two types of audit activity.

5.4.1 Desk-based audit

- As a result of feedback received from registrants the GOC may review the submission that was approved against the CET declaration, the materials uploaded and the registrant feedback to determine if further action is needed.
- As a result of random selection the GOC may review CET to confirm the agreed processes were completed to the standard required and make any necessary improvement recommendations.

5.4.2 Visit

- The GOC may visit a CET event in order to review the event against the submission that was approved.

5.5 Audit recommendations

- As a result of an audit the GOC may make recommendations to a CET provider about improvements it needs to make to assure the quality of its CET provision and the retention of its status as a CET provider.

5.6 Audit results and promotion of CET

- A CET provider should not use the results of an audit report to promote its CET provision or use any such results as a mark of recommendation from the GOC.

6   Appendix 1 – CET modalities

6.1   Learning modalities for 2019-21 CET cycle

6.1.1   Criteria which apply to all modalities

- All CET must last for a minimum of 1-hour – excluding change over times.
- The registrant must successfully complete all outcomes and learning objectives and participate for the full duration.
- CET must have at least one learning objective which supports at least one of the competency units. CET does not need to cover more than one CET competency.
- Registrants must complete a reflection statement on MyCET for peer review and peer discussion activities (this will be provided as part of the CET platform and does not have to be provided by the provider).

6.1.2   Changes for the 2019-21 cycle

- An updated online peer discussion group modality
- An updated lecture modality which covers online streaming of lectures
- An updated online lecture with peer discussion group modality to allow for discussion online or in person

No modalities have been removed.

6.1.3   Reflection stimulus: guidance

A reflection stimulus can be described as

- A stimulus that provides a challenge to the registrant's understanding and creates a conversation about the learning objectives of the CET during which the registrants reflect on their own practice.

The reflection stimulus has a range of acceptable formats. Some examples of these are set out below as an indication, but this is not an exhaustive list:

- Physical 'worksheet / workbook'
- Learning objective review tool
- Reflection tool: START – STOP – CONTINUE technique
- Short questions embedded within the distance learning material
- MCQs: Before and after the session to highlight how distance learning material has affected your understanding

6.2 Interactive CET - three points

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.
Interactive option	Option A – Physical attendance
Minimum requirements	• Minimum of 1 hour duration excluding change over time • A maximum ratio of 1 instructor to 6 registrants • Registrant to demonstrate the application of hands-on techniques and skills
Good practice guidance	• Covers clinical or non-clinical optometric, ophthalmic dispensing and specialist processes and procedures • There is no minimum number of registrants • Practical element should take up 75% of time spent • Each registrant to have equal access to practice and feedback
Points	3

DISCUSSION WORKSHOP	
Description	The registrant is discussing a topic and issues in a small group where they are actively brought into the discussion.
Interactive option	Option A – Physical attendance
Minimum requirements	• Minimum of 1 hour duration excluding change over time • A maximum ratio of 1 leader to 10 registrants
Good practice guidance	• Suitable for working in small groups on knowledge based competencies • Minimum number of registrants is 4 • A way of bringing other relevant health professionals into a discussion
Points	3

REGISTRANT-LED PEER REVIEW GROUP	
Description	The registrant is interacting with their peers to discuss and understand clinical decision making, diagnosis, management and record keeping processes and practices.
Interactive option	Option A – Physical attendance
Minimum requirements	- Minimum of 1 hour duration excluding change over time - Minimum number of participants is 4, including the leader, the maximum number is 10 - A leader - Real cases brought by the members of the group/case-based discussion materials from CET providers offering peer discussion - An appropriate venue - Registrant is required to record a reflection statement on the CET platform after the event (provided by the GOC) - For the purposes of optometry or contact lens competencies, only optometrists and contact lens opticians are considered as peers - For the purposes of therapeutic competencies, only therapeutic registrants should attend peer review - A minimum of two cases should be discussed
Good practice guidance	- Recommended group size 6-8 - Good practice would indicate that 2 hours are required - Aim to discuss 4-8 cases.
Points	3

PEER DISCUSSION GROUP	
Description	The registrant is interacting with their peers to discuss and understand clinical decision making, diagnosis, management and record keeping processes and practices.
Interactive option	Option A – Physical attendance
Minimum requirements	• Minimum of 1 hour duration excluding change over time • Minimum number of participants is 4 • A facilitator • Prepared and approved case based patient scenarios • Example cases can be used • An appropriate venue • Registrant is required to record a reflection statement on the CET system after the event (provided by the GOC) • For the purposes of therapeutic competencies, only therapeutic registrants should attend peer review • A minimum of two cases should be discussed
Good practice guidance	• Good practice would suggest a maximum number is 10 • Recommended group size 6-8 • Aim to discuss 4-8 cases • Good practice would indicate that 2 hours are required • Cases and scenarios can be presented from the front by a presenter with a facilitator on each table
Points	3

ONLINE PEER DISCUSSION GROUP	
Description	The registrant is interacting with their peers to discuss and understand clinical decision making, diagnosis, management and record keeping processes and practices using an online conferencing platform and a facilitator.
Interactive option	Option C: Is conducted fully by way of instantaneous electronic communication with one or more persons qualified as an optometrist or dispensing optician.
Minimum requirements	• Minimum of 1-hour duration • Minimum number of participants is 4 • Maximum number of participants is 10 (this assumes the conferencing system can support this number)

	- Case-based patient scenarios prepared and approved in advance and/or example cases from practice can be used - The case studies should be less than 3 years old. If these case studies have been used in a previous cycle, they should be fully reviewed to confirm the content is up to date and relevant - A minimum of 2 cases should be discussed (NB our review of the submission will consider the number of cases suggested on the basis of the time available) - An appropriate video online conferencing platform which indicates who is speaking and which provides management information that confirms participation and completion - Note: we don't approve the use of only audio for peer discussion groups - The facilitator should be trained and fully competent to use the platform - If the facilitator is not trained to use the platform, an appropriate assistant should be present to manage the platform and the users on behalf of the facilitator - There should be a set of documented methods and protocols for discussion management - Registrant is required to record a reflection statement on the CET system after the event (provided by the GOC) - Peer review for therapeutic prescribers: a therapeutics peer review group can only contain therapeutic prescribers. Only therapeutic prescribers may attend the group (minimum of 4 therapeutic prescribers in the group). A minimum of 2 therapeutic prescribing cases should be discussed - Peer review for contact lens opticians: contact lens opticians and optometrists are regarded as peers for peer review (there must be a minimum of 4 in the group). Only contact lens cases can be discussed (minimum of 2 cases should be discussed)
Points	3

MULTI STATION WORKSHOP	
Description	The registrant is observed completing a series of activities at different stations which develop or confirm my professional competence. They receive 1:1 feedback from an appropriately qualified professional.
Interactive option	Option A – Physical attendance
Minimum requirements	• Minimum of 1 hour duration excluding change over time • There will be a minimum of 5 stations • Each station manned by a named, qualified professional • Submission states why this person is suitable • Each station to be listed in the submission with at least one learning objective per station • The approximate time anticipated at each station must be stated in submission at approval stage • All stations must be completed in order to get the CET points. The points cannot be subdivided and allocated to individual stations
Good practice guidance	• Registrants can complete the stations as a structured event in a pre-defined order or as a series of drop-in sessions e.g. during a conference
Points	3

6.3 Interactive CET - two points

VISUAL RECOGNITION TEST AND DISCUSSION	
Description	The registrant views images of clinical symptoms and makes diagnostic and management decisions. The registrant participates in a discussion of the issues raised by each case.
Interactive option	Option A – Physical attendance
Minimum requirements	- Minimum of 1 hour duration excluding change over time - Registrants must review images and complete MCQs - The group leader/tutor runs a structured discussion to engage all group members after each has individually reviewed the images - Minimum of 4 cases with images of clinical signs for discussion - Registrant makes diagnostic and management decisions - Images and questions to be provided in submission at the approval stage
Good practice guidance	- Good practice would suggest a minimum of 12 MCQs to be completed by the registrants - Good practice would suggest a minimum of 2 MCQs per image
Points	2

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.
Interactive option	Option A – Physical attendance
Minimum requirements	• Minimum of 1 hour duration in total excluding change over time Lecture: • Minimum of 30 minutes duration for the lecture Discussion Workshop: • All lecture attendees break out into groups to discuss at least 3 issues raised by the lecture. • Maximum group ratio is 10 participants to 1 leader • Discussion workshop must last a minimum of 30 minutes. • Submission at approval stage must include an outline of the proposed discussion areas • Learning outcomes can only be achieved by completion of both parts • The discussion must be related to the content of the lecture
Good practice guidance	• 5 minutes scheduled for changeover time during conferences/sessions which is not included in the minimum 1 hour • Good practice would suggest a minimum of 3 learning objectives per 45 minutes • The provider can determine the split between the lecture and the workshop bearing in mind the minimum times that apply to the discussion workshop
Points	2

ONLINE LECTURE WITH GROUP DISCUSSION (online or in person)	
Description	Option 1 (Online): The registrant listens and watches online a live lecture with the facility to interact with the speaker and online discussion leader and participates in an online structured discussion with participants after the lecture/presentation. Option 2 (In person): A small group of registrants are gathered in the same place, to watch and listen to a live lecture or presentation with the facility to interact with the speaker and then participate in a structured face-to-face discussion with their group as well as, or instead of, the online discussion. An appropriate person must be appointed to lead discussion within the group and if necessary with online participants. The discussion leader receives the same number of CET points as a participant. This option allows for a single lecture to go to multiple groups at different geographical locations.
Interactive option	Individual - Option C: Is conducted fully by way of instantaneous electronic communication with one or more persons qualified as an optometrist or dispensing optician. Group - Physical attendance
Minimum requirements	• This is a lecture streamed live to a number of registrants with real-time audio and/or video followed by an online structured discussion with an online leader whose role is to lead the discussion • The registrant must be able to view the presentation or slides being discussed in the lecture even if there is no video of the lecturer • The lecture or presentation is delivered live with or without an audience in attendance • Minimum number of participants is 4 • Maximum number of participants is 10 (provided the application justifies that the conferencing platform is suitable to manage this number) • Minimum of 30 minutes duration for the lecture • Minimum of 30 minutes duration for the discussion group • The lecturer can also lead the online discussion or the lecturer can be supported by an appropriate person trained to lead online discussion groups using the conferencing platform • An appropriate audio or video online conferencing platform which indicates who is speaking and which

	provides management information that confirms participation and completion • Discussion leader must know who is speaking at any time • Participants can interact with the leader at any time • Participants can interact with each other at appropriate times • Learning outcomes can only be achieved by completion of the lecture and discussion Group (option 2) • An appropriate person is appointed to lead the structured discussion with the group locally and confirm completion to the provider Discussion • The submission must include an outline of the proposed areas for discussion and reflection which must be related to the content of the lecture
Points	2

DEMONSTRATION AND DISCUSSION WORKSHOP	
Description	The registrant watches a demonstration of clinical skills, other practical skills, use of relevant equipment and participate in a group discussion based on the demonstration.
Interactive option	Option A – Physical attendance
Minimum requirements	• Minimum of 1 hour 25 minutes duration in total excluding change over time Demonstration • Minimum of 45 minutes duration for demonstration • Minimum of 10 minutes scheduled for questions • These timings exclude time for entry, exit and administration activities Discussion workshop • All attendees break out into groups to discuss at least 3 issues raised by the demonstration. • Minimum of 30 minutes duration for discussion workshop • Submission at approval stage to include an outline of the proposed discussion areas. • Maximum group size for the discussion workshop is 10 • Minimum group size for the discussion workshop is 4
Good practice guidance	• Covers clinical or non-clinical optometric, ophthalmic dispensing and specialist processes and procedures • There is no minimum number of registrants
Points	2

6.4   Interactive CET - one point

LECTURE (online or in person)	
Description	The registrant is primarily listening to a presentation with a chance to ask questions at the end. The lecture may be streamed live.
Interactive option	Option A – Physical attendance Option C - Is conducted fully by way of instantaneous electronic communication with one or more persons qualified as an optometrist or dispensing optician.
Minimum requirements	Lecture requirements • Minimum of 1 hour duration excluding change over time • 45 minutes minimum duration for lecture • Minimum 10 minutes scheduled for questions • Learning objectives stated and areas for discussion and reflection proposed in submission at approval stage • The lecture or presentation is delivered live. • 5 minutes to be scheduled for changeover time during conferences/sessions which must not be included in minimum times outlined above Online requirements • The lecture is streamed by live video to registrants • An appropriate person needs to be available to manage online registrants and their questions, and confirm their participation for the full time • An audio or video online conferencing platform should be used which indicates who is speaking and which provides management information that confirms participation and completion • The registrant must be able to view the presentation or slides being discussed in the lecture even if there is no video of the lecturer • Registrants are able to ask questions of the speaker and the provider can confirm their attendance for the full length of the lecture. • The provider should have a process in place to deal with late arrival and technology drop-out • An appropriate quality of audio and video streaming technology is to be used to provide an experience the registrant finds acceptable
Points	1

OPTICAL LABORATORY TOUR	
Description	The registrant is listening to presentations about the manufacturing process with the opportunity to ask questions.
Interactive option	Option A – Physical attendance
Minimum requirements	• Minimum of 1 hour duration excluding change over time • A clear breakdown of the stages of the tour and the duration of each section should be submitted at the approval stage • Affirmation that the techniques being discussed are widely used in manufacture, irrespective of ownership or location of the facility should be confirmed in the submission at the approval stage • Exploration of the quality standard (BS EN and/or ISO) that is relevant to the supply of optical products in the UK should be discussed • Full details of all presenters and experience that is relevant to the manufacturing processes involved should be confirmed in the submission at the approval stage
Good practice guidance	• An example outline for a tour: 　○ Introduction and purposes 　○ Processes and stages to be demonstrated 　○ Quality assurance processes 　○ Expected time to be spent on each part of the tour • Good practice would suggest a tour lasts about 2 hours
Points	1

INTERACTIVE TEXT BASED DISTANCE LEARNING AND SUPERVISED FEEDBACK	
Description	The registrant is primarily working on their own and answering MCQs. The registrant receives personalised feedback as part of a supervised course of training and education
Interactive option	Option B(i): Provision of individual feedback from a tutor or expert to support learning
Minimum requirements	• Minimum of 1 hour duration • Minimum 2,000 words in the supporting text • Subject of text must be patient centred • Minimum of 3 MCQs or 2 short answer questions per

	learning objective. • Number of MCQs/short answers is determined by number of learning objectives • MCQs which are a comprehension test on the text alone will cause the CET submission to be rejected • 60% pass mark for participants • Completion of feedback process must be validated by the provider • Personalised individual feedback should be given. • Method and process of validation to be described in the submission at the approval stage **Provision of feedback** There are a range of options to provide individual feedback. This will include, but is not limited to: • In person • E-mail • Skype • Telephone • Video conference **Tutor / Expert** • In an academic setting, this may be, for example, a lecturer. In a non-academic setting, this may be a trainer or other individual with an adequate level of experience to oversee the learning. • This may be a peer, but the individual needs to be involved in the management of the learning process • The tutor / expert needs to be identified in the application **What is not acceptable for this type of interactive distance learning:** The following are not considered acceptable as interaction cannot be validated by the GOC: • Completing your own blog • Reading a discussion thread without any interaction
Good practice guidance	• Good practice would suggest that 6 MCQs be asked per 2,000–4,000 words or 4 short answer questions • MCQs can be delivered online and in a random order or from a bank of questions • A proportion of the questions should require the application of existing knowledge to determine the answer • A lay person should not be able to answer the MCQ

	questions
	• MCQs test the achievement of the learning objectives
Points	1

INTERACTIVE DISTANCE LEARNING AND SUPERVISED FEEDBACK	
Description	The registrant is working on their own using learning materials in a range of media. The registrant receives personalised feedback from a tutor or expert as part of a supervised course of training and education.
Interactive option	Option B(i): Provision of individual feedback from a tutor or expert to support learning.
Minimum requirements	• Minimum of 1 hour duration • A minimum 6 MCQs delivered online and presented in a random order • Completion of feedback process must be validated by the provider • Personalised individual feedback must be provided **Provision of feedback** There are a range of options to provide individual feedback. This will include, but is not limited to: • In person • Email • Video conference • Skype • Telephone **Tutor / Expert** • In an academic setting, this may be, for example, a lecturer. In a non-academic setting, this may be a trainer or other individual with an adequate level of experience to oversee the learning. • This may be a peer, but the individual needs to be involved in the management of the learning process • The tutor / expert needs to be identified in the application **What is not acceptable for this type of interactive distance learning:**

	The following are not considered acceptable as interaction cannot be validated by the GOC: • Completing your own blog • Reading a discussion thread without any interaction
Good practice guidance	• May include combinations of video, audio, computer based interactions and text. • Good practice would suggest a minimum of 3 learning objectives per 45 minutes
Points	1

INTERACTIVE DISTANCE LEARNING AND DISCUSSION	
Description	The registrant is primarily working on their own and answering MCQs. The registrant communicates with their peers to discuss what they have learned
Interactive option	Option B (ii) Provision of reflection stimulus to enable the registrant to engage in a) in person verbal communication; b) Non-instantaneous electronic communication (e.g. online discussion forum, internet thread, message board, etc.); and c) Instantaneous electronic communication (e.g. online chat forums, webinar, video conference, Skype etc.)
Minimum requirements	• Minimum of 1 hour duration excluding change over time • A minimum 6 MCQs delivered online and presented in a random order • Provision of a suitable reflection stimulus (see below) • Technical platform to be named in submission at approval stage • Completion of the online communication to be validated by the provider **Reflection stimulus** A reflection stimulus can be described as • A stimulus that provides a challenge to the registrant's understanding and creates a conversation about the learning objectives of the CET during which the registrants reflect on their own practice. The reflection stimulus has a range of acceptable formats. Some examples of these are set out below as an indication, but this is not an exhaustive list: • Physical 'worksheet / workbook'

	• Learning objective review tool • Reflection tool: START – STOP – CONTINUE technique • Short questions embedded within the distance learning material • MCQs: before and after the session to highlight how distance learning material has affected your understanding **Who can engage during in person verbal, non-instantaneous electronic and instantaneous electronic communication?** • Discussion needs to be with a peer as defined in section 2.9.1 of the Principles and Requirements and must be specified in the application. The peer does not need to have completed the CET. • The discussion must address the learning objectives • At least one other registrant must be involved in the discussion • The provider should indicate the minimum length of interaction that is expected; this should be no less than 10 minutes but should be adequate to cover the learning
Good practice guidance	• Good practice would suggest that 6 MCQs are asked per 2,000-4,000 words or 4 short answer questions • MCQs can be delivered online and in a random order or from a bank of questions • A proportion of the questions should require the application of existing knowledge to determine the answer • A lay person should not be able to answer the MCQ questions • MCQs test the achievement of the learning objectives
Points	1

INTERACTIVE TEXT BASED DISTANCE LEARNING AND DISCUSSION	
Description	The registrant is primarily working on their own and answering MCQs. The registrant communicates with their peers to discuss what they have learned.
Interactive Option	Option B (ii) Provision of reflection stimulus to enable the registrant to engage in a) in person verbal communication; b) non-instantaneous electronic communication (e.g. online discussion

	forum, internet thread, message board, etc.); and c) Instantaneous electronic communication (e.g. online chat forums, webinar, video conference, Skype)
Minimum Requirements	• Minimum of 1 hour duration • Minimum 2,000 words in the supporting text • Subject of text must be patient centred • Minimum of 3 MCQs or 2 short answer questions per learning objective • Number of MCQs/short answers is determined by number of learning objectives • MCQs which are a comprehension test on the text alone will cause the CET submission to be rejected • 60% pass mark for participants • Completion of feedback process must be validated by the provider • Personalised individual feedback should be given • Method and process of validation to be described in the submission at the approval stage **Reflection stimulus** A reflection stimulus can be described as • A stimulus that provides a challenge to the registrant's understanding and creates a conversation about the learning objectives of the CET during which the registrants reflect on their own practice. The reflection stimulus has a range of acceptable formats. Some examples of these are set out below as an indication, but this is not an exhaustive list: • Physical 'worksheet / workbook' • Learning objective review tool • Reflection tool: START – STOP – CONTINUE technique • Short questions embedded within the Distance Learning material • MCQs: before and after the session to highlight how distance learning material has affected your understanding **Who can engage during in person verbal, non-instantaneous electronic and instantaneous electronic communication?** • Discussion needs to be with a peer as defined in section

	2.9.1 of the Principles and Requirements and must be specified in the application. The peer does not need to have completed the CET. • The discussion must address the learning objectives • At least one other registrant must be involved in the discussion • The provider should indicate the minimum length of • interaction that is expected; this should be no less than 10 minutes but should be adequate to cover the learning
Good practice guidance	• Good practice would suggest that 6 MCQs are asked per 2,000-4,000 words or 4 short answer questions • MCQs can be delivered online and in a random order or from a bank of questions • A proportion of the questions should require the application of existing knowledge to determine the answer • A lay person should not be able to answer the MCQ questions • MCQs test the achievement of the learning objectives
Points	1

INTERACTIVE VISUAL RECOGNITION TEST	
Description	The registrant is viewing pictures of clinical signs and making diagnostic and management decisions; there is an opportunity to reflect on their knowledge and understanding compared to that of others
Interactive option	Option A Physical attendance
Minimum requirements	- Minimum of 1 hour duration - Minimum of 4 cases with images of clinical signs must be included - Participant to make diagnostic and management decisions - Images and questions to be provided as part of submission at the approval stage **Who can engage during in person verbal communication?** - Discussion needs to be with a peer as defined in section 2.9.1 of the Principles and Requirements and must be specified in the application. The peer does not need to have completed the CET - The discussion must address the learning objectives - At least one other registrant must be involved in the discussion **Informing the provider of completion** - The provider has guidance and systems in to allow the registrant to complete the interaction within 10-14 days of completing the distance learning. - The provider has systems in place which would allow the registrant to inform the provider that they have completed the interactive element of the distance learning materials within 10-14 days of completing the interaction. **Participation in discussion** - The provider has in place controls to ensure that the registrant participates in the discussion, as passive observation is not considered as interaction

6.5 Interactive CET - more than 3 points – to be discussed with GOC before you make a submission

PRE-REGISTRATION SUPERVISOR DEVELOPMENT	
Description	The registrant is the primary supervisor for a pre-registration trainee. The registrant participates in a supervisor training session, submits a portfolio of their feedback on student case records and capture their reflections in their CET record.
Interactive option	Option A – Physical attendance
Minimum requirements	A pre-registration supervisor training programme delivered by a GOC accredited education provider must include: • A supervisor training event • Supervisors to submit a portfolio of their feedback on student cases which are reviewed and validated • Provision of 1:1 feedback to each supervisor
Good practice guidance	
Points	6

MULTI-PART CET PROGRAMME DELIVERED OVER TIME	
Description	The registrant completes a series of learning activities which are delivered on different days over a period of time to achieve the learning goals.
Interactive option	Option A – Physical attendance
Minimum Requirements	• Minimum of 1 hour duration excluding change over time • Registrants complete a series of activities over a period of time which must all be completed in the same calendar year. • The series of activities must link and form a learning programme. • The CET submission must demonstrate how the activities fit together to achieve the overall l learning goal • For each activity the submission must show who delivers it, the assessment to be used and output expected from

	each activity and how completion will be validated.
	• All activities must be successfully completed in order to gain CET points.
	• Points cannot be awarded for completion of one activity within the series i.e. the points total cannot be sub-divided.
	• The end date of the programme session sets the CET Date on the registrant's statement –- This is the date points are awarded to the registrant. This date can affect the registrant's achievement of the annual requirement. The provider must inform the registrant of this date at the start of the programme. The CET declaration and upload to MyCET must be made in the calendar year the CET is completed.
Good practice guidance	• Delivery of individual activities can be sub-contracted to others but the provider retains accountability for validating their successful completion
	• The provider can propose the number of points by supplying a rationale related to the level of interaction with peers and effort required by the registrant. GOC decision on points is final.
Points	Determined on approval

OTHER	
Description	CET that does not fit with the descriptions given above
Interactive option	
Minimum Requirements	If you have a good idea that doesn't fit any of the current categories for yypes of CET, you need to explain in as much detail as possible what you are proposing and why you believe it will deliver the learning outcomes. The approvals panel will work with you to understand your proposal and find the best way of approving it.
Good practice guidance	
Points	

6.6 Non-interactive CET – one point

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
Interactive option	n/a
Requirements	• Minimum of 1 hour duration excluding change over time • Minimum of 4 cases with images of clinical signs must be included • Participant to make diagnostic and management decisions • Images and questions to be provided as part of submission at the approval stage
Good practice guidance	• Good practice would suggest a minimum of 12 MCQs • Good practice would suggest a minimum of 2 MCQs per image
Points	1

TEXT BASED DISTANCE LEARNING	
Description	The registrant is primarily working on their own and answering MCQs with no opportunity to reflect on their own knowledge and understanding compared to that of others
Interactive option	n/a
Requirements	• Minimum of 1 hour duration • Minimum 2,000 words • Must support improved standards of patient care • Minimum 3 MCQs or 2 short answer questions per learning objective • Number of MCQs/short answers is determined by number of learning objectives • Minimum 60% pass mark
Good practice guidance	• Good practice would suggest there should be 6 MCQs per 2,000–4,000 words or 4 short answer questions • MCQs can be delivered online and in a random order or from a bank of questions

	• A proportion of the questions should require the application of existing professional knowledge to determine the answer • MCQs test the achievement of the learning objectives
Points	1

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.
Interactive option	n/a
Requirements	• Minimum of 1 hour duration excluding change over time • A minimum 6 MCQs delivered online and presented in a random order
Good practice guidance	• May include combinations of video, audio, computer based interactions and text • Good practice would suggest a minimum of 3 learning objectives per 45 minutes to apply
Points	1

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.
Interactive option	n/a
Requirements	• Minimum of 1 hour duration excluding change over time • Minimum duration of video element should be 45 minutes • A minimum of 6 MCQs delivered online and presented in a random order
Good practice guidance	• Can be delivered via internet, DVD, CD, podcast • Good practice would suggest that up to 3 lecturers can be used within the 45 minutes • Good practice would suggest that a minimum of 3 learning objectives per 45 minutes should apply
Points	1

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DELIVER A LECTURE/AUTHOR CET/FACILITATE A PEER DISCUSSION GROUP	
Description	The registrant authors and delivers approved CET which they have designed and written. The registrant acts as facilitator for an approved peer discussion group.
Interactive option	n/a
Requirements	• The CET provider must confirm the registrant as the author • Points from this activity are capped at 6 points per cycle • One point is awarded the first time the CET is delivered. No further points are awarded for further delivery
Good practice guidance	• When there are multiple authors the CET point is given to the author delivering the lecture
Points	1

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