

Continuing Professional Development

**Guidance on completing your CPD Summary Report
on the GCC Portal**

Purpose of guidance

The General Chiropractic Council (GCC) has produced this guidance to help registrants report on their annual Continuing Professional Development (CPD) learning activities, including how best to effectively reflect on their learning, using the MY CPD portal.

Basic requirements of GCC CPD

The GCC CPD programme provides a structure which registrants need to follow to satisfy their statutory CPD rules. The basic requirements of this programme are that each year you:

- identify your learning needs/interests and produce a personal plan of learning activities to address them
- undertake and record at least **30 hours** of CPD activity in accordance with your plan, of which 15 hours or more constitutes learning with others (see Appendix 1, note 1, on page 8)
- evaluate the effectiveness of the learning undertaken

In addition, the CPD activity you undertake:

- must be a learning experience for you (therefore, carrying out your normal working activities does not meet the requirements of the programme), and
- must be focused on advancing your professional development as a chiropractor ie. improving the care you provide for your patients, **and/or** developing the chiropractic profession (see Appendix 1, note 2).

Making the most of your learning

A key aspect to reinforcing and deepening the learning gained from your CPD activity is reflective evaluation. Along with the other health and social care regulators, the GCC is committed to supporting reflective practice among registrants and the new CPD reporting form is designed to assist you with this.

Recording your GCC CPD

The GCC CPD reporting portal comprises six sections:

1. CPD Resources
2. Focused reflection
3. Learning Activities
4. Reflection (Reflective Learning Statement)
5. CPD Summary
6. CPD Summary Report

As you complete each section, click the 'Next' button (bottom right of the screen) to move to the next part. You can click 'Previous' to go back if you wish.

1. CPD Resources

This section provides additional guidance and a table indicating your progress with completing your CPD Summary.

2. Focused Reflection

Each year the GCC requires chiropractors to reflect on an aspect of their practice, such as communication skills or consent. Registrants must then answer four questions in relation to that reflection. Topics are chosen beforehand and disseminated to the profession before the CPD year

begins and are chosen based on several factors, such as Fitness to Practise cases and developments within the profession and healthcare as a whole. Further details of the directed reflection requirement can be found on our website at [Continuing Professional Development \(CPD\) | GCC \(gcc-uk.org\)](http://gcc-uk.org)

3. Learning Activities

This section is where you add/amend and view the record of your learning activities for the year. If you undertook any CPD activities in relation to Focused Reflection, you may include those hours in this section.

When complete, this section provides a record of the nature of the CPD activity undertaken, what prompted you to undertake it (in the context of your identified learning interests/needs) and how much time you spent doing it. It is expected that a draft of this record would have been a live document throughout your CPD year. The record comprises your plan of learning which, when submitted to the GCC, needs to demonstrate completion of the required number of CPD hours.

The table below shows the fields you are required to complete when you add an activity to your record, and provides additional guidance for completing each of these fields:

Format of the learning activity	Date to and from	Subject or title: what was the learning activity about?	Explain what prompted you to undertake this activity with reference to your learning need/s	Comment on the quality of the learning activity. Tell us how you felt about the learning once it had finished.	Learning alone or with others	Hours
This may be seminar, live webinar, reading, meeting etc	A single date or date range is suitable here	If you attended an organised event or read a published document, you should provide the title. If the title does not make the subject area clear to the assessors, you should provide further description.	This section requires that you explain why you undertook the learning activity. Your reason should relate to a learning need that you have identified. You will need to use 2 or 3 sentences to fully answer this question.	Here you should indicate whether the activity was a worthwhile and positive learning experience.	Choose one Note that participating in live webinars counts as learning with others.	Provide the number of hours spent on this activity. You must justify this with evidence if these hours relate to learning with others.

Supporting evidence for learning with others' activities are uploaded as indicated at the bottom of the screen.

Appendix 2, on page 9, to this guidance document provides some examples of appropriate entries for the Learning Activities section

4. Reflection (Reflective Learning Statement)

This section is structured with a series of four questions to assist you in reflecting on the most significant learning activity you undertook during the CPD year in order to provide a Reflective Learning Statement. We expect you to choose a learning experience that you feel had the most impact in terms of improving the care you provide for your patients (and/or developing the chiropractic profession). This may or may not relate to learning undertaken with regard to Focused Reflection.

You must ensure you answer the questions fully. By doing so, you will be demonstrating that you have addressed a learning need, have reflected on the extent to which this was satisfied, have thought about the application of your learning to your practice and have considered the need for further learning. This, in turn, demonstrates completion of a learning cycle according to the requirements of the CPD Rules.

The table below shows the fields you are required to complete and provides additional guidance for completing each of these fields appropriately. Note that you will need to use at least 2-3 sentences in order to provide a full answer to each question:

What knowledge and/or skills did you gain from this learning activity?	To what extent did the learning activity affirm or challenge your previous understanding of this topic?	How will you implement lessons drawn from this learning activity into your professional practice?	How has the learning undertaken guided your future learning on this and/or other topics?
<p>Your answer should explain what you have feel you have learned from the activity you undertook.</p> <p>This may be new knowledge and/or skills, or you may have refreshed/ consolidated existing knowledge and/or skills.</p>	<p>Thinking back to your understanding about the topic before you undertook the learning activity, your answer should focus on whether your practice was confirmed by the learning you undertook, or if you decided changes are/were needed.</p> <p>You should explain why you have reached this conclusion.</p>	<p>Your answer must comprise an explanation of how you intend to apply, or have already applied, your new knowledge and skills to your work as a chiropractor for the benefit of your patients (or, exceptionally, to contribute to the development of the profession).</p>	<p>Thinking about the extent to which you feel your learning need has been satisfied, your answer should focus on whether and why you feel you should now extend your learning on this or a related topic or, if not, why not.</p>

Appendix 3, on page 10, provides some examples of appropriate entries for the reflection section.

5. CPD Summary

This section provides a summary of the sections you have completed and the hours of CPD recorded. It is here that you confirm your CPD is complete and submit it.

6. CPD Summary Report

The section shows your final, submitted report, which you can download.

Dos and Don'ts

- While you might choose to compile an extended record covering all your CPD learning activities for the year, you need only report 30 hours of CPD to the GCC for a complete CPD year. Thus, please do be selective when completing the final copy as part of your CPD return for the GCC. This will help streamline our CPD assessment processes.
- Please don't claim CPD hours for 'learning with others' if the learning undertaken did not involve interaction with other individuals. Make sure you upload supporting evidence for any claims relating to learning with others.
- Please be sure that you don't provide one-word answers or brief phrases for the fields in the reflection section. These all require more detail than that, as indicated in this guidance document.
- Please make sure you think carefully about the answers you are prompted to give in the reflection section and ensure that, in each case, you do address the questions posed.

Appendix 1

1. Learning with others

This means undertaking your CPD with other practitioners e.g. by taking part in a seminar or workshop, in a group meeting or in a real-time (not a pre-recorded) webinar. The principle of learning with others is that you have the opportunity to interact with others during the learning activity, which has the potential to enhance the learning experience. If the learning activity does not offer this opportunity, it does not constitute learning with others.

2. CPD focused on: advancing your professional development as a chiropractor

Ultimately, the purpose of CPD is to help you advance your professional development as a chiropractor, i.e. to maintain and develop your knowledge and skills to enable you to deliver high-quality care to your patients. Thus, the CPD you report to the GCC must focus on patient care, not developing your business. Any learning you decide to undertake that focuses on the latter must be in addition to the 30 hours of CPD that you report to the GCC.

CPD focused on: developing the chiropractic profession

CPD of this nature normally only applies to those who are working in an educational capacity and preparing new teaching materials (which requires personal learning and development) or working in a research post/undertaking a specific research programme. If in doubt, and especially if you are not working in education or research, the CPD you report to the GCC should be focused on advancing your professional development as a chiropractor, i.e. improving the care you provide for your patients.

Appendix 2: Example entries for learning activities

Format of the learning activity	Date to and from	Subject or title – what was the learning activity about?	Explain what prompted you to undertake this activity with reference to your learning need/s	Comment on the quality of the learning activity – Give a few words to tell us how you felt about the learning once it had finished.	Learning alone or with others	Hours
Live webinar	25/03/23 to 25/03/23	“Assessment of skin lesions in ethnic minority groups.”	I had become aware of a gap in my knowledge regarding the assessment and identification of skin lesions in ethnic minorities (excluding white minorities), and recognised that there was a lack of representation in my dermatology textbooks to revise from.	Good opportunity to ask questions at the end and to see a range of different presentations in people with different skin colours.	Learning with others	2

Live training	01/05/23 to 03/05/23	Rehabilitating the spine: Live training course with a functional movement specialist	I wanted to expand my knowledge of rehabilitation strategies and approaches I could use to help patients with faulty motor patterns. I wanted a combination of theoretical and hands-on training.	Excellent seminar with an approach to assessing, treating and rehabilitating patients of all ages. Fascinating to understand more about the origins of our motor patterns and how these can be applied to help people of all ages.	Learning with others	8
Reading	12/06/2023 to 13/06/2023	Further reading around skin lesions in ethnic minority groups "Gaps in the understanding and treatment of skin cancer in people of color Ajay Kailas 1, James A Solomon 2, Eliot N Mostow 3, Darrell S Rigel 4, Rick Kittles 5, Susan C Taylor 6	See 1 above. Having attended this live webinar I wanted to research and review further examples of melanoma and neoplasm presentations in people from ethnic minority groups.	A useful article which helped to highlight not only what we should be looking for, but helped develop my understanding of the differential rates of diagnoses and missed diagnoses in these groups.	Learning alone	4

Online course	4/07/2023 to 4/08/2023	“Disability matters” online training course	I had a disabled child attend my clinic with their parent, and realised that I lacked confidence in communicating clearly with the child, in addition to dealing with some of the complexities of the case including informed consent.	A really robust and well thought-out course, with a useful range of resources and signposting available for me to use in my clinic.	Learning with others	6
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Appendix 3: Example entries for reflection

Please note that three examples are shown below for illustration, but your CPD return should include reflection on only one, i.e. your most significant, learning activity.

Example 1

What new knowledge and/or skills did you gain from this learning activity?	To what extent did the learning activity affirm or challenge your previous understanding of this topic?	How will you implement lessons drawn from this learning activity into your professional practice?	How has the learning undertaken guided your future learning on this and/or other topics?
I gained a really useful understanding in particular of how Lyme disease, psoriasis and eczema can appear on the skin of people from ethnic minority groups. As psoriasis and eczema are both quite common skin conditions it was incredibly useful to build confidence in recognising these conditions.	The webinar raised my awareness of the lack of images of dark skin in medical textbooks which means that these conditions can be overlooked in people from ethnic minority groups. For example, I realised that I had been trained to look for a red/pink bull's eye rash for Lyme disease but this is not how it presents on darker skin.	I have developed visual resources that I will utilise as revision aids in clinic to help keep me aware of how conditions may present. I am working to build stronger relationships with local dermatology services in order to be able to signpost and refer on rapidly should the need require.	I will be actively seeking out more textbooks and or research articles that are representative to ensure I feel confident in my spot diagnosis.

Example 2

What new knowledge and/or skills did you gain from this learning activity?	To what extent did the learning activity affirm or challenge your previous understanding of this topic?	How will you implement lessons drawn from this learning activity into your professional practice?	How has the learning undertaken guided your future learning on this and/or other topics?
I now feel confident in the key language and terminology I should use when communicating with the disabled child and their parent. I also built a better awareness of hidden disabilities and avoiding diagnostic overshadowing.	The training helped reinforce and consolidate some of my existing understanding of communication and terminology when caring for people with disabilities. I have not had many patients with cerebral palsy and this training helped me develop a deeper understanding of classifying motor and movement components of cerebral palsies.	I have recognised that some people find pictures easier to understand than words, and will be investigating ways in which I can change the information I give to patients (usually in text or given verbally) to incorporate more images and pictures.	The training was perhaps more in-depth than I would potentially need in practice, given the small number of patients I see who are disabled, however, I am hopeful that with providing a better service to people with disabilities, I may see more of these patients in practice. As such, I definitely intend to continue further learning on effective communication with disabled people, in particular.

Example 3

What new knowledge and/or skills did you gain from this learning activity?	To what extent did the learning activity affirm or challenge your previous understanding of this topic?	How will you implement lessons drawn from this learning activity into your professional practice?	How has the learning undertaken guided your future learning on this and/or other topics?

<p>The live training course has developed my skills in the assessment and understanding of gait and functional development specifically in relation to motor patterns and movements. It has built on knowledge from previous courses undertaken on paediatric development whilst incorporating more manual techniques.</p>	<p>I previously lacked confidence in identifying the root cause of poor movement and intra-abdominal stabilisation, and how this can impact the way we move. I felt this training incorporated new considerations and a different assessment style that will have a wide ranging impact on the way I assess patients posture and movement.</p>	<p>I plan to incorporate a physical space in my clinic where I can perform functional movement assessments. I see a large number of patients who have challenges related to poor movement and posture and this will be a helpful assessment approach to support these patients.</p>	<p>I will be undertaking further training in this area as I understand the training expands into more specific conditions, and I feel I have a basic understanding of what to look for but want to learn more about how this can inform my treatment plan and, in particular, my exercise/rehabilitation advice.</p>
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