

GCC Registrant Guidance

**Completing your CPD Summary Report
on the GCC Portal**

September 2021

Introduction [\(indicates hyperlink\)](#)

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)
- evaluate the effectiveness of the learning undertaken

In addition, the CPD activity you undertake:

- must be a learning experience for you ie. undertaking normal working activities will not meet the requirements of the programme
- 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).

Reflective evaluation: 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. We will be providing registrants with separate, wider ranging guidance on reflective practice in due course.

Recording your GCC CPD

The GCC CPD reporting portal comprises six sections:

1. CPD Resources (page 3)
2. Communication Skills (page 3)
3. Learning Activities (page 5)
4. Reflection (Reflective Learning Statement) (page 6)
5. CPD Summary (page 7)
6. CPD Summary Report (page 7)

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.

CPD Resources

This section provides additional guidance and a table indicating your progress with completing the return.

Communication Skills

[A bulletin issued to all registrants](#) introduced a directed element into the CPD programme with the 2021/22 topic being communication. This section includes two questions specifically designed to help you reflect on your communication skills and how you have addressed, and/or plan to address, any areas identified for improvement. The table on page 4 outlines the fields you are required to complete and provides additional guidance.

1. Thinking about your communication skills & competencies, (a) how well do you feel these enable you to provide a safe and effective service to your patients, and (b) where do you think the gaps/areas for improvement might be in your communication skills and competencies?

There should be **two** parts to your answer:

Part (a) should be a reflection on your communications skills and how their application is ensuring safe and effective practice. This may relate to communication with patients and/or with colleagues/other healthcare professionals. You may find it helpful to think about and recount particular examples from your clinical practice.

Part (b) requires you to identify any professional development needs you feel you have in relation to communication skills with a view to improving the safety and/or effectiveness of your practice.

Collectively, it is expected that a full answer to question 1 will require a minimum of 100+ words.

2. Thinking about areas for improvement in your communication skills and competencies, (a) how have you/will you address these to enable you to improve your practice in this CPD year, and (b) how do you intend to ensure your communication skills & competencies continue to develop in future years?

Having identified your learning needs in question 1, question:

2(a) asks what you have already done to address these, or what you plan to do, in this CPD year.

2(b) requires you to think further ahead and to plan for maintaining and improving your communication skills in the years ahead.

Again, it is expected that a full answer will require a minimum of several sentences.

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 communication skills, you may wish to include the 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
Eg. seminar, live webinar, reading, meeting etc	Either a single date or date range	<p>If you attended an organised event or read a published document, you should provide the title.</p> <p>If the title does not make the subject area clear to the assessors, you should provide further description.</p>	<p>This section requires that you explain why you undertook the learning activity.</p> <p>Your reason should relate to a learning need that you have identified.</p> <p>You will need to use 2 or 3 sentences to fully answer this question.</p>	You should indicate whether the activity was a worthwhile and positive learning experience.	<p>Choose one</p> <p>Note that participating in live webinars counts as learning with others.</p>	<p>Provide the number of hours spent on this activity.</p> <p>You must justify this with evidence if these hours relate to learning with others.</p>

Supporting evidence for learning with others' activities are uploaded as indicated at the bottom of the screen. Appendix 2 to this guidance document provides some examples of appropriate entries for the Learning Activities section.

New Graduates

Graduates who registered with the GCC for the first time from July 2021 onwards are required to include a specific range of clinical governance CPD activities in this section. This was explained in a [bulletin issued to recent graduates](#).

Specific supplementary guidance to assist new registrants in completing the Learning Activities section of the portal (which varies from the guidance given in the table above) has also been created, [here](#).

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 that you have undertaken during the CPD year, thereby providing you with 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 regarding communication skills.

You must answer these questions fully. By doing so, you will have demonstrated that you have:

- addressed a learning need
- reflected on the extent to which this need was satisfied
- thought about the application of your learning to your practice
- 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 on page 7 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 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 learned from the activity.</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 of the topic before undertaking 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 your learning need has been satisfied, your answer should focus on whether and why you should now extend your learning on this, a related topic. If not, why?</p>

Appendix 3 to this guidance document provides some examples of appropriate entries for the reflection section.

CPD Summary

This section provides a summary from the previous and the CPD hours recorded. At this point you can confirm your CPD is complete and submit.

CPD Summary Report

The section shows your final, submitted report.

Dos and Don'ts

- While you may choose to compile an extended record for all your CPD learning activities for the year, you need only report 30 hours of CPD to the GCC. Therefore, please be selective when completing the final report to the GCC. This will help streamline our CPD assessment processes.
- **Don't** claim CPD hours for 'learning with others' if the learning did not involve interaction with other individuals. **Do** ensure you upload supporting evidence for any claims relating to learning with others.
- **Don't** provide one-word answers or brief phrases in the reflection section. These all require more detail, as indicated in this guidance document (page 6).
- 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 eg. 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 can 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**

The purpose of CPD is to help you advance your professional development as a chiropractor ie. to maintain and develop your knowledge and skills to enable you to deliver high-quality care to your patients. Therefore, the CPD you report to the GCC must focus on patient care and 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, ie. 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	25/03/2021 to 25/03/2021	“Interventions for the management of spinal pain”. Learning from a Pain Consultant about epidural injections, who should be offered them, and the role of radiofrequency denervation.	A recent clinical case highlighted my lack of knowledge about spinal injections. I wanted to be able to discuss this option for care knowledgeably with relevant patients.	Very clear and well-presented event. Plenty of opportunity for discussion.	Learning with others	2
Live webinar	11/06/2021 to 11/06/2021	Shockwave therapy training course covering physiology of shockwave therapy, diagnostic indicators, how to apply shockwave , contra-indications & treatment protocols.	I have seen several recalcitrant cases of Achilles tendinopathy and plantar fasciitis recently. I wanted to explore the possibility of introducing shockwave therapy into my practice to improve my management of such cases.	Authoritative and helpful speaker. Comprehensive programme which covered most of what I needed.	Learning with others	6
Reading	12/06/2021 to 13/06/2021	Further reading around shockwave therapy. “Shockwave Medicine (Translational Research in Biomedicine) (2018) Wang et al (Eds) Karger.”	See 3 above. Having attended the shockwave therapy seminar, I needed to extend my learning about suitable instrumentation.	Comprehensive, multi-author text. Helpfully written for clinicians rather than researchers.	Learning alone	4

Appendix 3: Example entries for reflection

The two examples are shown below for illustration. Your CPD return should reflect on only **one** ie. 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 an understanding of how epidural injections are performed, typical treatment outcomes and what patients respond best to this treatment modality. I also gained a basic overview of the value of radiofrequency denervation in spinal pain.	I had only a scant understanding of epidural injections and radiofrequency denervation prior to the event. I had never considered referring a patient for these treatments before due to a perceived lack of usefulness on my part. However, I can now see a clear role for their use in some patients.	I have already referred several patients to the seminar speaker for consideration for radiofrequency denervation. Discussions are planned with him to determine how best we might co-manage these patients going forward.	Attendance at the seminar prompted me to extend my learning about radiofrequency denervation of lumbar facet joints because the seminar did not cover this in much depth. I undertook further reading on the subject to determine the evidence-base for its use with patients who have not responded satisfactorily to non-surgical care

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 gained an understanding of the basic mechanics of shockwave therapy and how and when to use it as part of patient management. I also gained helpful insight into which treatment protocols work best in different situations.	The training I received highlighted a clear role for shockwave therapy in my management of certain recalcitrant conditions - I was previously unclear about this. I was impressed to note the firm evidence-base around the use of shockwave therapy. I was previously under the impression that there were no side-effects of treatment, but I am now aware that, although very rare, some side-effects can be significant.	Once I have decided regarding suitable instrumentation, I will be introducing shockwave therapy into the package of care I can offer for conditions such as plantar fasciitis. I see a large number of patients who are amateur runners and it will be helpful to be able to offer this additional treatment modality to the significant number who have problems with this recurrent condition.	The seminar did not cover instrumentation in sufficient detail to enable me to make an informed decision regarding the equipment I should choose. This led me to undertake further reading on the topic.

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