Continuing professional development provider manual

Optometry
Board of
Australia

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Purpose

The Optometry Board of Australia (the Board) has developed this resource to assist approved and non-approved continuing professional development (CPD) providers in the provision of *accredited* CPD activities for the optometry profession.

The manual aims to improve the transparency and quality of the application process for accredited CPD activities.

The manual should be read in conjunction with the Board's published CPD documents, including:

1. *Continuing professional development registration standard*

2. *Guidelines on continuing professional development for endorsed and non-endorsed optometrists*, and

3. *Continuing professional development FAQ.*

These documents are available on the Board's website at www.optometryboard.gov.au under *Registration standards > Continuing professional development.*

Intended audience

This manual should be read by approved and non-approved CPD providers. It will be used to assess applications for CPD activity accreditation.

Review

Revised December 2012.

Glossary

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Continuing professional development (CPD)	This is the means by which members of the profession maintain, improve and broaden their knowledge, expertise and competence, and develop the personal and professional qualities required throughout their professional lives.
Approved CPD provider	Approved CPD providers are those listed in Appendix B of the *Guidelines on continuing professional development for endorsed and non-endorsed optometrists* (the *Guidelines*) published at the Board's website at www.optometryboard.gov.au under *Registration standards > Continuing professional development.* Approved CPD providers are assessed by the Board as meeting the criteria for approved provider status listed in Appendix C of the *Guidelines* published at the Board's website at www.optometryboard.gov.au under *Registration standards > Continuing professional development.* The approved provider status applies to the organisations listed in Appendix B of the *Guidelines* published at the Board's website at www.optometryboard.gov.au under *Registration standards > Continuing professional development*. It does not extend to affiliates of these organisations.
Accredited CPD activities	Accredited CPD activities are those that have been approved for the purposes of this standard as meeting the criteria in Appendix A of the *Guidelines* published at the Board's website at www.optometryboard.gov.au under *Registration standards > Continuing professional development.*
Non-accredited CPD activities	Non-accredited CPD activities are those that have not been assessed formally against the criteria listed in Appendix A of the *Guidelines* published at the Board's website at www.optometryboard.gov.au under *Registration standards > Continuing professional development.* Optometrists are able to meet the CPD requirements through completing non-accredited activities, but are responsible for assessing the criteria against the activity and maintaining the required records. Refer to the *Guidelines* and *FAQ and Further information* published at the Board's website at www.optometryboard.gov.au under *Registration standards > Continuing professional development* for further information and distinction between accredited and non-accredited CPD activities.
CPD for endorsement for scheduled medicines	Prescribing and supplying medicines are stages of therapeutic medication management. Therapeutic medication management involves the following stages: • patient assessment • differential diagnosis of all conditions of the eye • development of a management plan • appropriate choice of medicines (this may involve writing a prescription, ceasing medicines, dose adjustment, advising on over-the-counter medicine) • advice to the patient about the appropriate use of the medication • development of a treatment plan • monitoring outcome • administration, and/or • sale and supply if required and completing any necessary documentation. A CPD activity 'relevant to scheduled medicines endorsement' is an educational activity that meets the learning needs of the optometrist relevant to any of these stages of therapeutic medication management and assists in demonstrating one or more of the therapeutic competencies published at the Board's website at www.optometryboard.gov.au under *Registration standards > Continuing professional development > Definition of CPD for endorsement for scheduled medicines.* It is expected that a significant component of the content and at least one of the learning objectives of the activity meet this definition for an activity to be eligible for CPD endorsement for scheduled medicines points. It should be remembered that CPD activities related to patient assessment and differential diagnosis will count as endorsement for scheduled medicines points and may meet the CPD needs of endorsed and non-endorsed optometrists.

Continuing professional development providers

This manual has been written by the Board to improve the transparency and quality of the application process for accredited CPD activities. It outlines the process for both approved and non-approved CPD providers.

All CPD providers should read this manual and the Board's CPD documents in the development of CPD activities.

For CPD accreditation, providers will be encouraged to adopt progressive, up-to-date educational principles in the development of the CPD activity. With the expected increased demand for CPD, the Board is conscious of the need to have a range of quality CPD activities delivered in different modes available to optometrists. This includes CPD activities accessible by optometrists living in rural and regional areas.

The Board maintains a list of approved CPD providers who have a proven record of providing high-quality optometric CPD and who meet the criteria listed at Appendix C of the *Guidelines* published at the Board's website at www. optometryboard.gov.au under *Registration standards > Continuing professional development*. The current list is published at Appendix B of the same *Guidelines.* Approved provider status applies to the main institution listed. It does not extend to bodies or organisations affiliated with the approved provider.

Information about the criteria for, and responsibilities of, approved provider status, specific accreditation information, annual review of status and the application process in applying to become an approved provider is available at ***Appendix 1: Approved providers* in this manual.**
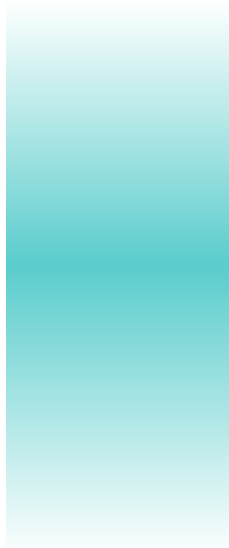
Continuing professional development accreditation: application content and process

CPD providers should read this manual and the Board's CPD documents published at the Board's website at www.optometryboard.gov.au under *Registration standards > Continuing professional development* prior to applying for accreditation. The criteria for CPD activity accreditation are listed in Appendix A of the *Guidelines* published at the Board's website at www.optometryboard.gov.au under *Registration standards > Continuing professional development*. Providers should read and seek clarification on any of these criteria before applying for accreditation. The eight criteria are:

- continuing professional development activity (Appendix A, A1 in the *Guidelines*)

- quality of education (A2)

- ethical and legal standards (A3)

- learning objectives (A4)

- point calculation (A5)

- guidelines for assessment (A6)

- independent learning objectives (A7), and

- feedback (A8).

Process

The Board has authorised the national office of Optometrists Association Australia (OAA) to administer and assess the applications for CPD accreditation on behalf of the Board. The Board has established a CPD accreditation committee (CPDAC) to oversee this process.

All CPD accreditation applications must be completed either online or by completion of an electronic application form. Online applications are recommended and, over time, will be the only way to submit applications for accreditation. Electronic forms and online applications can be made by following the instructions on the Board's website at www.optometryboard.gov.au under *Registration standards > Continuing professional development.*

Applications should be submitted no later than 28 days before the date on which the activity commences[1]. Providers will usually be informed of the outcome of the application within 14 days of receipt. Delays can be expected for incomplete applications. Late applications will not be assessed. It is the responsibility of CPD providers to ensure applications are submitted on time. Applications cannot be submitted retrospectively.

Any application for accreditation may be forwarded to the Board's CPDAC from the OAA for decision if additional expertise is required.
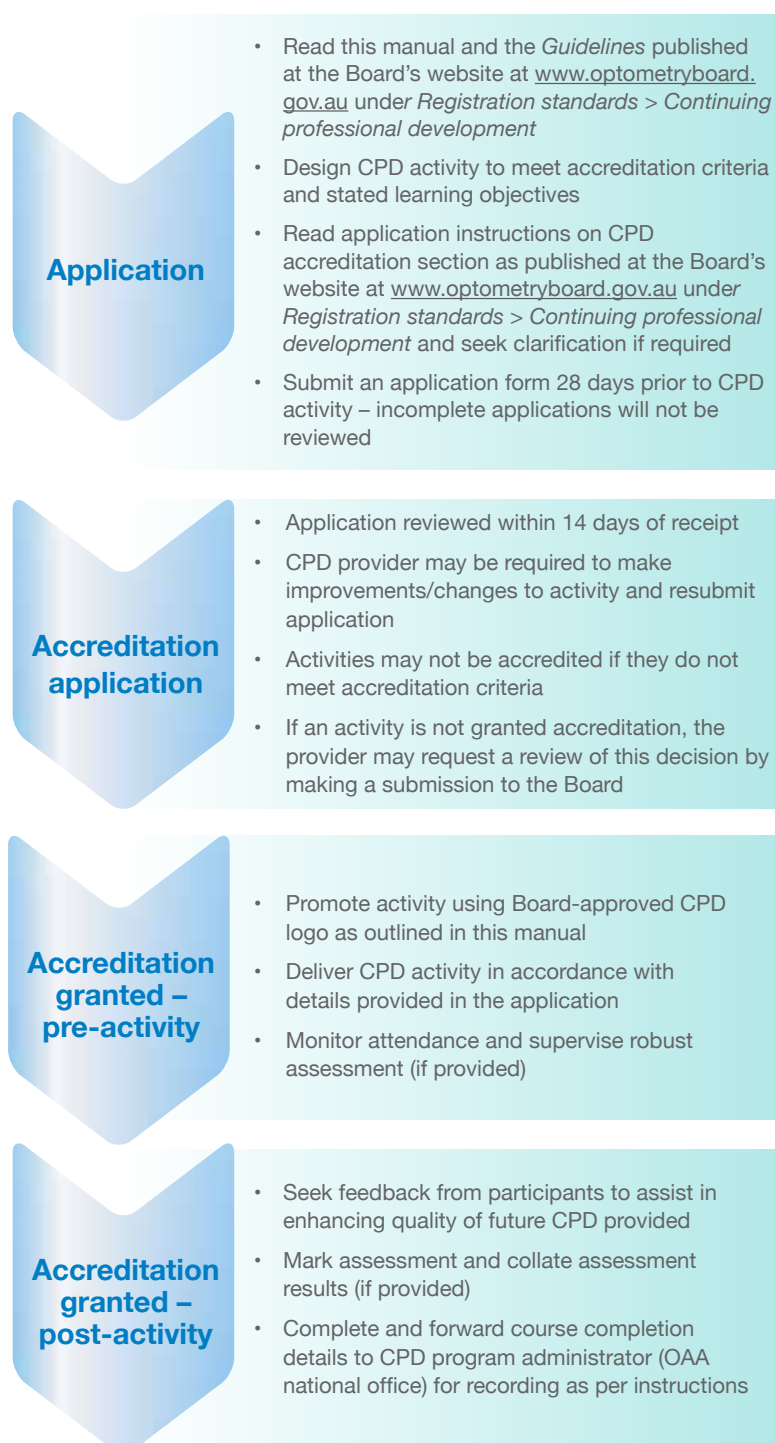
Each new application for accreditation will be assessed in isolation. It is important to remember that a provider who

has had CPD activities accredited previously should not presume accreditation for subsequent activities.

Providers should not advertise or promote their CPD as accredited by the Board until this is confirmed in writing.

The flow chart below summarises the key stages and responsibilities for CPD providers who intend to provide accredited CPD activities.

Flow chart: continuing professional development activity accreditation process

Application

- Read this manual and the *Guidelines* published at the Board's website at www.optometryboard. gov.au under *Registration standards > Continuing professional development*

- Design CPD activity to meet accreditation criteria and stated learning objectives

- Read application instructions on CPD accreditation section as published at the Board's website at www.optometryboard.gov.au under *Registration standards > Continuing professional development* and seek clarification if required

- Submit an application form 28 days prior to CPD activity – incomplete applications will not be reviewed

Accreditation application

- Application reviewed within 14 days of receipt

- CPD provider may be required to make improvements/changes to activity and resubmit application

- Activities may not be accredited if they do not meet accreditation criteria

- If an activity is not granted accreditation, the provider may request a review of this decision by making a submission to the Board

Accreditation granted – pre-activity

- Promote activity using Board-approved CPD logo as outlined in this manual

- Deliver CPD activity in accordance with details provided in the application

- Monitor attendance and supervise robust assessment (if provided)

Accreditation granted – post-activity

- Seek feedback from participants to assist in enhancing quality of future CPD provided

- Mark assessment and collate assessment results (if provided)

- Complete and forward course completion details to CPD program administrator (OAA national office) for recording as per instructions

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1   Applications will be reviewed in the order they are received.

Review of decisions

If an activity is not granted accreditation, the provider may request a review of this decision by making a submission to the Board, addressing the process described at *Appendix 2: Process for the review of continuing professional development activity accreditation decisions* in this manual.

Educational framework

CPD is available in a number of different formats published at www.optometryboard.gov.au unde*r Registration standards > Continuing professional development*. The *Guidelines* contain a table that lists the range of CPD activity groups and the maximum or minimum requirements applicable for the different groups. Face-to-face, independent learning, and academic activity types must deal with ocular conditions, systemic conditions with ocular effects, vision and visual perception, optometric management and/or ophthalmological management. *Appendix 3: Continuing professional development activity groups* in this manual lists those activity groups for which accreditation may be sought.

The Board will monitor the suitability of the criteria for the different activity groups to accommodate emerging technologies and education approaches.

The Board has also developed criteria for CPD activity accreditation as listed in Appendix A of the *Guidelines* published at www.optometryboard.gov.au unde*r Registration standards > Continuing professional development*. *Appendix 4: Continuing professional development activity duration and structure* in this manual provides additional information on activity duration and structure applicable to the application process. Providers should read these criteria, and seek clarification if required, before applying for accreditation.

For a CPD activity to be accredited it must be of one hour duration (or equivalent for independent learning activities). Activities that do not meet this minimum duration will not be accredited.

Continuing professional development relevant to endorsement for scheduled medicines

Optometrists who hold a scheduled medicines endorsement must complete at least 40 points over two consecutive registration periods in education related to this endorsement.

The Board has developed a definition (refer to the Glossary on page 2 in this manual) for activities related to scheduled medicines endorsement to assist optometrists in choosing

CPD activities and to provide guidance in the preparation and accreditation of CPD activities.

All applications for accreditation should declare if the CPD activity meets the definition. This is the responsibility of the CPD provider. This declaration will be published on the database of accredited CPD activities and the activity will be promoted to optometrists as 'relevant to scheduled medicines endorsement'.

Learning objectives

The Board is interested in assisting optometrists to participate in a range of CPD activities that are both relevant and engaging for individual optometrists' development. In choosing CPD activities, optometrists are required to assess their personal CPD learning needs and the desired outcomes of CPD activities.

To assist optometrists to make relevant choices, it is important that CPD activities list the expected learning objectives for all accredited CPD activities. Optometrists will then be better placed to make decisions on what CPD to undertake in line with their own self-assessed needs.

Providers applying for accreditation should provide a minimum of three learning objectives for each hour or equivalent of activity. If a program is submitted for accreditation as a whole, the number of learning objectives will be discussed with the provider at the time.

Refer to *Appendix 5: Developing learning objectives* in this manual for information on the development of learning objectives.

Point calculation

One of the outcomes of the accreditation assessment process is the allocation of CPD points. The number of points available for each CPD activity group is listed in the table in the *Guidelines* published at www.optometryboard. gov.au under *Registration standards > Continuing professional development.*

For a CPD activity to be accredited it must be of one hour duration (or equivalent for remote learning activities). This hour may be segmented by use of multiple speakers. Activities that do not meet this minimum duration of one hour will not be accredited.

In the interest of consistency and ease of calculation of points for providers and optometrists, the Board has developed the table on the following page based on rounding principles.

Table 1: Point calculation	Activity type				
	Face-to-face (clinical)		Independent learning (clinical)		Non-clinical
Activity duration	no assessment	with assessment or workshop	no assessment	with assessment	
60 minutes	2	3	1	2	1
70 minutes					
75 minutes					
80 minutes	3	4.5	1.5	3	1.5
85 minutes					
90 minutes					
95 minutes					
100 minutes					
105 minutes					
110 minutes	4	6	2	4	2
115 minutes					
120 minutes					

CPD providers are encouraged to structure the duration of activities around these time points.

Logo

Providers are able to promote the CPD activities with the Board's approved CPD logo. Providers of accredited activities, including approved providers, must adhere to the logo use guidelines available at *Appendix 6: Logo use guidelines* in this manual. CPD providers must not use the approved CPD logo to promote activities that are not yet accredited.

Assessment

Guidelines for assessment are listed in Appendix A, section 6 of the *Guidelines* published at www.optometryboard.gov.au under *Registration standards > Continuing professional development*. There are also specific requirements for assessment for independent learning activities (A7).

There is no compulsion to include assessment with any CPD activity. In deciding whether assessment will be included, providers should consider the following principles.

1. All assessment should be directly linked to the learning objectives of the activity.

2. Inclusion of assessment should add value and quality to the activity.

3. Assessment should only be included at the time of the presentation if it does not detract from the presentation or distract participants.

4. Inclusion of the assessment should not reduce opportunities for questions from a presenter or opportunities for discussion, including interaction with peers.

5. Providers, or examiners engaged by providers, are expected to have the appropriate skills and experience to design appropriate assessment questions.

6. Assessment should generally be in the form of multiple choice questions (MCQs).

7. Assessment style and conduct remains the responsibility of the CPD provider.

8. Assessment questions need to be included with the application for accreditation.

9. There should be six questions for each learning hour of face-to-face activity.

10. There should be at least 10 MCQs for each learning hour (or equivalent) for independent learning activities.

Feedback

It is vital for the ongoing provision of quality CPD activities that providers seek feedback from participants for any accredited CPD activity. The feedback may take many forms and may occur at the time of the activity or after the activity. Regardless of the format or timing, feedback on the quality of the CPD activity should:

• be timed to encourage optometrists to provide quality feedback, and in a format that encourages quality feedback

• check if the optometrists believed the activity was aligned with the stated learning objectives

• provide optometrists with the opportunity to reflect on how the activity met their learning needs, and

• be distinct from feedback on the venue and facilities.

Providers are required to outline the feedback methodology when applying for accreditation and a report is required when submitting course completion details.

Conditions of accreditation of activities

- CPD activities are accredited on the information submitted. The final accredited CPD activity must align with the information submitted. This is the responsibility of CPD providers.

- Any discrepancies identified may place accreditation status at risk and may bring into question future accreditation of activities by the provider involved.

- CPD activities presented for accreditation for independent learning activities should include a mock-up of the final layout of the article or document. Applications that do not include this will not be assessed.

- CPD activities presented for accreditation for independent learning activities will be considered accredited until the current registration period expires (30 November each year) unless otherwise specified. For future applications providers are encouraged to review material and ensure applications are current and meet up-to-date scientific principles[2].

- CPD providers of face-to-face activities are responsible for monitoring participation during face-to-face activities.[3]

Audit

The Board may conduct random audits for educational quality of any accredited CPD activity, whether provided by an approved or non-approved provider. If it is determined that the provider has failed to ensure delivery of quality education, the provider may be ineligible for accreditation of future activities.

The Board will publish details on the audit process in time. In the interim, providers should maintain records of all CPD activities for a period of two years after the activity has been provided.

More information

CPD providers should read this manual and all Board guidelines prior to applying for accreditation. The Board has also developed a number of frequently asked questions for CPD providers which is published at www.optometryboard.gov.au under *Registration standards > Continuing professional development*.

Any queries on providing optometric CPD, the application process for accreditation or the responsibilities of CPD providers in the provision of CPD can be emailed to cpd@optometrists.asn.au.

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2   Applications that are repeated across multiple registration periods where the content is largely unchanged may not be accredited.

3   Providers will need to describe how they will do this within the accreditation application.

Appendix 1 Approved providers

Accreditation of CPD activities by approved CPD providers

Approved CPD providers do not need to apply for accreditation of their CPD activities, however, approved providers are required to assign CPD points to these activities in accordance with the Board's *Guidelines* and any additional information contained in this manual and published at www.optometryboard.gov.au.

If approved providers want their CPD activities to be listed on the CPD activity database, they need to provide the information to the Optometrists Association of Australia (OAA) by completing the relevant form published on the association's website (www.optometrists.asn.au). The Board believes the CPD database should be as exhaustive as possible to assist optometrists in meeting the CPD requirements.

The minimum information to be provided for inclusion on the CPD database is detailed in the relevant form.

Process for annual review of approved provider status

Approved CPD providers are those providers who the Board has assessed as meeting the criteria for gaining approved provider status as listed in Appendix C of the *Guidelines* published at www.optometryboard.gov.au under *Registration standards > Continuing professional development.*

These *Guidelines* state that the register of approved providers will be reviewed annually. To this end, the Board has developed the following process:

1. The Board will write to each approved provider in May of each year requesting that they sign a declaration

2. The approved provider will be required to state:

   > that there has not been any change to the organisation over the previous 12 months that could result in the approved provider no longer meeting the criteria for approved provider status

   > that (to the best of their knowledge) there had not been any obvious conflict of interest in the previous 12 months that may affect the quality or impartiality of the educational content

   > that they did not unreasonably prevent optometrists from enrolling in and attending their CPD activities, and

   > that they did not delegate the task of developing or coordinating the educational content of CPD activities.

3. The approved provider will also be asked to provide a summary document of the CPD activity conducted by the provider in the previous financial year, listing:

   > the CPD event

   > the activity type (group)

   > the number of attendees, and

   > the maximum number of CPD points available to optometrists from the activity.

Approved providers are required to maintain records of CPD activities for a period of two years after the activity to produce as evidence in the event of an audit by the Board.

Application for approved provider status

CPD providers may wish to apply for approved provider status. This can be undertaken by addressing the process outlined below.

CPD providers who wish to apply for approved provider status are required to review the criteria as listed in Appendix C of the *Guidelines* as published at www. optometryboard.gov.au under *Registration standards > Continuing professional development.*

They must forward a written submission addressing all the criteria, with written evidence to substantiate claims, to the Board.

All correspondence regarding this should be forwarded electronically to:

CPD_optometry@ahpra.gov.au.

Or marked 'for addressee only' and forwarded to:

CPDAC
Optometry Board of Australia
c/- AHPRA
GPO Box 9958
Melbourne VIC 3001

The Board's CPD Accreditation Committee (CPDAC) will review all submissions and make recommendations to the Board.

Applicants will be notified in writing of the outcome. The timing of the process will be influenced by the schedule of meetings for CPDAC and the Board.

Appendix 2 Process for the review of continuing professional development activity accreditation decisions

CPD providers who have had an application for CPD activity accreditation refused are able to apply to the Board for a review of this decision.

As for the accreditation process, the Board's review will be based on the criteria listed in the *Guidelines on continuing professional development for endorsed and non-endorsed optometrists* as published at www.optometryboard.gov.au under *Registration standards > Continuing professional development*.

Any refusal of accreditation will identify the accreditation criteria that were not met in the application.

Applicants are advised at this time to resubmit the application by addressing the criteria as described.

Applicants who do not agree with the issues identified in the accreditation outcome documentation may choose to apply for a review of this decision.

Applicants need to forward a written submission providing evidence that they believe supports evidence of meeting the criteria. The submission should include all information provided in the original application.

All correspondence regarding this should be forwarded electronically to:

CPD_optometry@ahpra.gov.au.

Or marked 'for addressee only' and forwarded to:

**CPDAC
Optometry Board of Australia
c/- AHPRA
GPO Box 9958
Melbourne VIC 3001**

The Board's CPD Accreditation Committee (CPDAC) will review all submissions and make recommendations to the Board. Applicants will be notified in writing of the outcome.

The timing of the process will be influenced by the schedule of meetings for CPDAC and the Board.

Appendix 3 Continuing professional development activity groups*

Activity type	Specific criteria	Points allocated per learning hour**
Face-to-face (clinical)	Must be in real time (i.e. live). Allow interaction between presenter and participant and between participants. Practical, small group workshops should have a presenter to participant ratio of 1:20. For activities accompanied by a meal, only the presentation component will be counted for the purpose of accreditation.	2 points OR 3 points if accompanied by an assessment component (A6)***
Independent learning (clinical)	Must adhere to the additional criteria for independent learning (A7) as well as all other criteria	1 point OR 2 points if accompanied by an assessment component (A6)
Non-clinical#	Non-clinical education relevant to practice includes activities that can improve the management of some patients in a tangible way; these activities are awarded one point per hour, with a maximum of 10 points per year; for example, business management, law, psychology, foreign languages, first aid, occupational health and safety, and dietetics.	1 point

* As listed in the *Guidelines for continuing professional development for endorsed and non-endorsed optometrists* published at www.optometryboard.gov.au unde*r Registration standards > Continuing professional development.*

**Points allocated are based on an activity of one learning-hour duration (or equivalent for independent learning activities).

*** Small group workshops allocated 3 points per hour, with or without assessment, if ratio met.

#Non-clinical activities are delivered as per clinical activities (conferences, seminars, webinars, workshops, audio, DVDs and podcasts); however, will only be allocated 1 point per hour.

Appendix 4 Continuing professional development activity duration and structure

Activity type	Examples	Specific criteria	Points allocated *
Face-to-face (clinical)	Lecture, seminar, presentation etc., given in real time before an audience (including online audiences, e.g. live webinars) for the purpose of instruction in an area of study with one or more presenters Small group workshops – activities that emphasis demonstration and application of hands-on techniques and skills in optometric procedures and instrumentation	Must adhere to criteria listed in **Appendix A** of the Board's *Guidelines for continuing professional development for endorsed and non-endorsed optometrists* (not A7) Must be in real time (i.e. live) Allow interaction between presenter and participant and between participants Practical, small group workshops should have a presenter to participant ratio of 1:20 For activities accompanied by a meal, only the presentation component will be counted for the purpose of accreditation No more than 15 minutes of discussion time per hour Activities that do not contain 45 minutes (or pro rata amount) of teaching time will not be accredited Applications for face-to-face activities need to include date(s) and location(s) for CPD activity to be accredited Assessment should not detract from learning and preference is for the assessment to be completed post-activity; this is the responsibility of the provider	2 points per learning hour OR 3 points per learning hour if accompanied by an assessment component **
Independent learning (clinical)	**Video/DVD/internet:** the instructor responsible for the course teaches the participants via pre-recorded video, including those published on the internet (e.g. pre-recorded webinars) **CD-ROM:** the entire course is taught from a computer disk and the participants interact with the computer **Audio:** the entire course is taught via audio (pre-recorded). The instructor responsible for the course instructs the participants by audio only **Text**: the presentation of clinical cases or information related to professional eye care published in a hard copy or electronic format (e.g., journals, magazines)	Must adhere to the additional criteria for independent learning (A7) as well as all other criteria listed in **Appendix A** of the Board's *Guidelines for continuing professional development for endorsed and non-endorsed optometrists* Remote learning listed on the CPD calendar will remain accredited until the end of the current registration period finishes (30 November each year) unless otherwise specified If assessment is included, each learning hour should contain at least 10 associated multiple choice questions Assessment may accompany activity as part of the delivery mechanism, i.e., an internet course may allow assessment online; or a written course may include a test in the same publication Text-based remote learning must meet additional criteria in order to be considered for accreditation*******	1 point per learning hour 1 point for text-based activity that meets criteria ***(no assessment) OR 2 points per learning hour (with assessment) 2 points for text-based activity that meets criteria*** (with assessment)

Activity type	Examples	Specific criteria	Points allocated *
Non-clinical#	Lectures, workshops or independent learning activities. For example: practice administration, practice/business marketing, law, psychology, foreign languages, first aid, occupational health and safety, and dietetics.	Non-clinical education relevant to practice that can improve the management of patients in a tangible way; these activities are awarded one point per hour, with optometrists able to claim a maximum of 20 points over two registration periods.	1 point

* Points allocated are based on an activity of one learning hour duration (or equivalent for independent learning activities).

** Small group workshops allocated 3 points per hour, with or without assessment, if ratio met.

*** The criterion for each learning hour for text-based remote learning CPD is at least four A4-size pages or equivalent of optometry-related text. These are minimum requirements. Optometry-related text must not include promotional or advertising materials, or content that does not have educational value.

#Non-clinical activities may be delivered as per clinical activities (e.g. conferences, seminars, webinars, workshops, publications etc.); however, these will only ever be allocated 1 point per hour.

Appendix 5 Developing learning objectives

Providers applying for accreditation should provide a minimum of three learning objectives for each hour or equivalent of activity.

Learning objectives are important in the design of accredited CPD activities because they tell the participants what to expect, what they will learn and what they will have to do. The learning objectives will help optometrists decide if they want to participate in the course or activity. Learning objectives should be measurable to allow for assessment.

Learning objectives should be written as action statements (using words such as list, describe, demonstrate, define, explain) to describe what knowledge, skills or attitudes will be learned by participants. Words such as understand and learn are difficult to measure and should be avoided.

For example, learning objectives should be able to complete a sentence such as 'upon completion of this course, participants should be able to…'.

Example 1 – Optical coherence tomography workshop

A learning objective of the workshop may be that 'participants will be able to apply and evaluate clinical OCT results in practice to assist with differential diagnosis of retinal disease using five case studies'.

Example 2 – Angle-closure glaucoma management presentation

A learning objective of the presentation may be that 'participants will be able to describe the steps involved in the management of acute angle-closure glaucoma'.

The list of performance verbs set out here[4] are suitable for use in action statements followed by a description of the knowledge or skills to be learned by participants who attend the course.

Taxonomy of educational objectives[5]

Remembering	Understanding	Applying
arrange	characterise	administer
define	classify	apply
duplicate	complete	calculate
know	depict	choose
label	describe	compute
list	discuss	conduct

Remembering	Understanding	Applying
match	establish	demonstrate
memorise	explain	dramatise
name	express	employ
order	identify	implement
quote	illustrate	interpret
recognise	locate	operate
recall	recognise	perform
repeat	report	practice
reproduce	relate	prescribe
restate	review	role play
	sort	sketch
	translate	solve

Analysing	Creating	Evaluating
analyse	combine	argue
appraise	compose	assess
categorise	consolidate	critique
compare	construct	defend
contrast	create	envision
critique	design	estimate
diagram	formulate	evaluate
differentiate	hypothesise	examine
discriminate	integrate	grade
distinguish	merge	inspect
examine	organise	judge
experiment	plan	justify
explore	propose	rank
inventory	synthesise	rate
investigate	systematise	review
question	theorise	value
research	unite	
test	write	

Providers are advised to draw on the many resources available on the development of learning objectives.[6]

4   Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: the classification of educational goals; Handbook I: Cognitive Domain* New York, Longmans, Green.

5   Pohl, M. (2000). *Learning to Think, Thinking to Learn: Models and Strategies to Develop a Classroom Culture of Thinking.* Cheltenham, Vic.: Hawker Brownlow.

6   http://www.deakin.edu.au/itl/assets/resources/pd/teaching-tips/learning-objectives.pdf
http://www.une.edu.au/gamanual/staff/the_aligned_curriculum.pdf
http://www.unco.edu/cetl/sir/stating_outcome/documents/Krathwohl.pdf
http://www.psa.org.au/download/CPD/learning-objectives-and-professional-competencies.doc

Appendix 6 Logo use guidelines

The Optometrists Association Australia (OAA) administers the accreditation of CPD activity on behalf of the Board.

The Board has developed a CPD logo to link the CPD points directly to the Board's requirements to clearly identify accredited activities and remove ambiguity for all providers and optometrists.

The Board, or any party using the logo, is required to meet the applicable sections of the Australian Health Practitioner Regulation Agency (AHPRA) Corporate Services Manual when using any of the Board's logos as listed below.

Information to be inserted into logo

The logo may be used in a variety of forms that will allow for either one or two rows of information. This will allow providers to list the maximum number or range of points available to optometrists.

When using the logo providers should use the letter **'T'** to indicate therapeutic points and **'M'** to indicate manufacturer or supplier points.[7]

Exclusion zone

To ensure maximum impact, the logos have been designed to stand alone.

All other elements such as type and graphics must be positioned away from the logo.

Other elements should not be added to the logo. It must not be placed in any other shape.

Minimum size

The logo must remain legible, regardless of the reproduction process.

Graphics and type must not be filled in.

The recommended minimum size (width) is 22mm.

Any smaller will jeopardise readability of the logo's elements.

When placing a JPEG version of the logo into a document, do not stretch the logo.

Colour palette

The colour palette is an integral part of the Board and AHPRA style. The colour palette is on the following page. Both colour and black and white versions of the logo are available.

The logo is not to be reproduced in any other colour.

CPD providers will be provided with the logo files when their activity is accredited and for approved providers by contacting the OAA at cpd@optometrists.asn.au.

Contravention of these requirements may result in the loss of accreditation status.

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7   This limitation applies to the logo use. Providers use a range of symbols in the activity promotion material to indicate 'therapeutic' or 'manufacturer or supplier' points. Providers may continue to use these symbols away from the logo.

Optometry
Board of
Australia

Corporate Colour Palette

The Australian Health Practitioner Regulation Agency (AHPRA) corporate colour palette is an integral part of the AHPRA corporate style. It comprises the colours which communicate the identity of our organisation, city and community. Because we read meaning into colour, the corporate colour palette shown below becomes an indispensable tool in visual language.

The corporate colour palette should be used on AHPRA stationery and publications designed in the corporate formal style.

	RGB	PANTONE	CMYK	#Hexochrome
●	R0 G125 B195	PMS 285	C89 M43 Y0 K0	#00687d
●	R0 G181 B221	PMS 306	C75 M0 Y7 K0	#00b5dd
●	R0 G164 B167	PMS 326	C87 M0 Y38 K	#00a4a7
●	R77 G77 B79	PMS 425	C0 M0 Y0 K77	#4d4d4f

Appendix 7 Developing multiple choice questions

The Board's *Guidelines* published at www.optometryboard.gov.au under *Registration standards > Continuing professional development* indicate that assessment should generally be in the form of objective testing, usually in the form of multiple choice questions (MCQs). MCQs are viewed as the most reliable and valid of the objective assessment formats.[8] True/False assessment is not considered robust enough for accreditation.

There should be at least six questions for each hour of face-to-face presentation (Group 2) and at least 10 questions per learning hour for distance education (Group 3).

Providers, or examiners engaged by providers, are expected to have the appropriate skills and experience to design MCQs that are linked to the learning objectives of the activity. The checklist below outlines some of the key items to consider in the development of MCQs. The checklist should not be used in isolation but rather a final checklist in the development of questions. Providers should avail themselves of the necessary expertise and resources used by education providers and examination authorities in the development of such questions, including those listed below. These resources provide examples of both good and poor quality questions to further guide providers.[9]

Checklist for writing multiple choice questions[9]

1. Does the question cover what is in the presentation?

2. Does the item concern an important aspect connected to the learning objectives written for the activity?

3. Does the item stem present a single, definite, important task?

4. Is the item presented more effectively as a question or as an incomplete statement?

5. Is the language of the item as direct, relevant and devoid of excess wording as possible?

6. Is there a *single* correct or best answer?

7. Will the student understand the focus of the item as described in the stem without having to read the responses?

8. Are the options similar in form, length and grammatical construction with the stem and with each other?

9. Are the options plausible and attractive to the low achiever; that is, do the distractors attract students who have incomplete or superficial knowledge of the material? Ensure that you have *not* used an ambiguous or misleading word or phrase just to 'trick' the student.

10. Are the responses independent and mutually exclusive?

11. Does the item use less-than-absolute qualifiers (e.g., usually, sometimes, rarely) instead of absolute qualifiers?

12. Does the stem ask the student what course of action s(he) 'should' take rather than the course of action(s) s(he) 'would' take? Should an *initial* course of action be requested?

13. Are your items oriented toward measuring data-interpretation and problem-solving skills?

Assessment questions need to be provided at the time of application for accreditation. If the questions are determined not to meet the expected standards, the activity will not be accredited with assessment points.

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8   *Item writers manual – Preparing Examination Items*, 2000, L.J.Gross, National Board of Examiners in Optometry. Available at www.arbo.org/COPE/nbeoitemmanual.pdf.

9   *Constructing Written Test Questions for the basic and clinical sciences, 3rd edition (revised)*, National Board of Medical Examiners. Available at www.nbme.org/publications/item-writing-manual-download.html