



Guidelines for CPD accreditation for activity providers

1. Purpose

These guidelines provide information for CPD providers or organisers of continuing professional development (CPD) activities and how they can apply to have their CPD activities accredited by the ODOB for specific CPD credits.

These guidelines are to assist you in completing the *Application for CPD Accreditation (Providers)*. This form is available electronically on the ODOB's website. Once you click on this form, you will provide feedback how to gain access to your CPD Assessor portal (myODOB). All CPD accreditation forms will be available here. As of 1 January 2024, the Board will no longer accept MsWord or PDF forms, and must only use the electronic form.

To ensure that the activities meet the ODOB's requirements for CPD accreditation for the relevant profession, providers must consult the ODOB's:

- [CPD Accreditation Policy for Optometrists](#); and/or
- [CPD Accreditation Policy for Dispensing Opticians](#).

All CPD activities must also be aligned with the ODOB's clinical, cultural safety or ethical conduct standards.

For more information, please consult the ODOB's webpage '[Continuing professional development \(CPD\)](#)'¹.

2. Classes of CPD credits

Each activity (event) *application must explain* the content it covers by listing the contents of learning, or through learning outcomes that have been set against Board standards.

There are a range of different classes for CPD credits available, and you should select the class(s) of credits which best aligns with the main learning outcomes of the activity you are providing. You can use this as a guide:

Class of CPD Point	Code	Description
Optometrist general	GenOPT	Learning outcomes are aligned with the Board's <i>Clinical standards for optometrists</i> .
Dispensing optician general	GenDO	Learning outcomes are aligned with the Board's <i>Clinical standards for dispensing opticians</i> .
Cultural	CUL	Learning outcomes are aligned with the Board's <i>Standards of Cultural Competence and Cultural Safety for optometrists and dispensing opticians</i> .
Ethical	ETH	Learning outcomes are aligned with the Board's <i>Standards of Ethical Conduct for optometrists and dispensing opticians</i> .
Glaucoma event	GE	The learning outcomes are specifically aligned to the diagnosis and management of glaucoma.

¹ <https://www.odob.health.nz/site/maintain-registration/recertification/cpd>

Glaucoma peer review	GPR	The event meets the requirements for a glaucoma peer review session. Note there is a separate application form for GPR activities.
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Selecting classes of credits

Given the above, when you are looking at what class of credits to request for your activity, it may be helpful to target learning outcomes towards the non-general categories first (CUL, ETH, GE). These classes are more specific but any excess from these classes is put into the practitioner's 'general' count so you might not need to apply for more than one class of point per event/activity.

The content of study of all CPD activities must outline the learning outcomes to be achieved. These outcomes must be aligned to the ODOB's Standards that relate to the class of credits you are requesting be awarded to your activity.

3. Information required with your application

The ODOB's Education, Accreditation and Research Committee (EARC) requires sufficient information and evidence around the activity offered to evaluate and accredited for CPD credits.

The application form will request information such as:

- Your contact details as the person making the application for the provider.
- Use the Email you wish information, requests for more information, and the outcome to be sent to. You may use a generic provider email if more appropriate.
- Provider details (CPD provider/organisation offering activity)
 - Please add website, learning platform, or event link as appropriate in relevant places
- Event information – name of activity or each session, dates, type of event, duration, location, etc.:
 - Please be specific using an individual name that connects to your event.
 - Clearly note the dates and venue cities when more than one.
- Requesting duration for accreditation:
 - In-person events will only usually be accredited for the event date/s.
 - For online event- please state how long (2 years maximum) the event will be available for.
- An abstract describing the activity (100 words maximum).
- Presenter information, including the name and brief biography of all presenters (100 words maximum)
- Supporting Documentation required about the content of your activity (as relevant)
 - Multiple choice questions (MCQ's), if the event offered online.
 - Quiz questions.
 - Relevant presentation or work material.
 - Conference pack /Information as required.
 - Prospectus and assessment information if you are an educational provider accrediting a qualification.
- The class of credits you are requesting for your event. Be clear about which class related to which sessions if you are requesting more than one Class.
- It is not compulsory to request the number of credits.
- The learning outcomes and ODOB's standards (and guidelines) your event or activity connects to. These can be found on our '[Standards and Guidelines](#)' webpage. Please see below for more information.
- We will assume you want your activity to be displayed on the ODOB website unless you state you do not want it published for practitioners to view.

The information you provide should be specific, unique, accurate.

4. Requirements for conferences/multiple events (series)

Along with an outline of the content and presenters (abstract) for each event/activity you will also need to submit supporting evidence or documentation like a copy of the programme document/prospectus (is a programme of study), conference pack, or event material.

Each session must be individually accredited for CPD credits as topics and learning outcomes may differ. Therefore, if you are applying for accreditation of a conference or multiple connected events (series), you will need to complete a separate application form for each session you wish to have accredited within the conference or event/activity.

Once your application is submitted, you will receive an acknowledgment email with an application number. You will be asked to quote the application number for the **first** application you submitted for your conference/multiple events (series) when you make subsequent applications so that all sessions for the same event can be linked together.

Other important considerations

Be specific about the duration of an event. Be specific about if there are individual segments or several activities in the programme, e.g., lecture followed by a facilitated question and discussion session. State the approximate duration times for each different individual segment information.

When requesting CPD credits, you'll need to ensure that each class of point requested has relevant learning outcomes and that these outcomes are linked to relevant Board Standards. More information on learning outcomes is available below in these guidelines. Please note, the requested CPD credits are only indicative. Once assessed, these may change, even significantly.

The number and class of CPD credits will be awarded based on educational quality and time taken to complete the activity. While it depends on the content and the level of study, 1 CPD credits usually requires 1 notional hour of study or participation.

There are several options of modes of delivery, but all of them mostly fall into three categories: contact mode, distance/online and hybrid mode of delivery.

5. Requirements for contact modes of delivery

Contact mode of delivery for CPD activities is offered:

- in-person (face-to-face teaching), or
- online face-to-face (i.e., teaching via Zoom in a small controlled online 'classroom' where attendance can be easily verified may be considered as in person).

Evidence of attendance can be confirmed through a sign-in attendance register, followed by issuing a certificate of completion at the end, scanning a QR code, or any similar method. Please refer to "Certificate / Evidence of Attendance" below, under "After successful accreditation".

You can request a QR code for your event/activity in the accreditation application. The QR code must be made visible to those participants doing the activities in contact mode of delivery only. This is often displayed on a screen for attendees to scan, add short reflection and log credits.

Please note, if the event is being recorded for online mode of delivery later, the recording must not show the QR code.

Once your CPD event is accredited, your initial application, the link to the online event listing (if selected) and your QR code will be available in your myODOB portal.

6. Requirements for online mode of delivery

Watching or listening to live (synchronised) or recorded (unsynchronised) events online and completing an assessment are worth the same number of credits as attending the event in person. To ensure full attendance and attention for online activities, the practitioner must complete and pass a set of multi-choice question quiz (MCQs) as set up by the provider.

The quiz (MCQs) should be linked to an individual practitioner and be available to them after they complete the relevant material. Usually this is done by putting the online material (e.g., lecture recording or podcast) on a secure portal or by requiring website registration of some kind.

For the online event to be accredited, you must provide information about and a copy of the intended MCQ quiz questions that practitioners will need to complete.

The quiz must meet **all** the following requirements:

- Contain a minimum of 10 multiple choice questions per hour of presentation/event time
- Be completed as soon as possible after the CPD event
- Be delivered in a secure manner, so that the answers cannot be determined without knowledge of the event
- Be linked to a verified practitioner identity
- Have a pass grade set at 70% (minimum).

The questions do not have to be academic in nature (such as testing knowledge, skills, or application) and can be designed to verify attendance or viewing of the material. Multiple attempts of the MCQ quiz may be offered.

7. Alignment of learning outcomes to ODOB standards

Each CPD activity/event must have at least one learning outcome linked to an ODOB standard. While you are welcome to add more that you may consider relevant, generally a maximum of two for each 30 – 60 minute event may be sufficient.

Learning outcomes explains what the attendee will be able to do at the end of the learning experience (CPD activity). To ensure that completed CPD content contributes to relevant professional development, learning outcomes must be provided for each class of CPD credits you request be awarded, and each must be linked to a corresponding [ODOB Standard](#)².

The learning outcomes then need to be linked to a relevant Board Standard. These standards include:

- *Clinical standards for optometrists*
- *Clinical standards for dispensing opticians*
- *Glaucoma guidelines and requirements*
- *Standards of Cultural Competence and Cultural Safety for optometrists and dispensing opticians*
- *Standards of Ethical Conduct for optometrists and dispensing opticians.*

² <https://www.odob.health.nz/site/standards-guidelines>

Learning outcomes are a statement of what an attendee is expected to know, understand, and/or be able to demonstrate after completion of a process of learning. These outcomes describe the specific knowledge, skills, understanding and application a learner will achieve through each component of the programme.

For detailed information on how to develop learning outcomes, please see **Appendix 1**.

Some examples of learning outcomes, matched with ODOB standards are available at **Appendix 2**.

8. Timeline for consideration of accreditation

Applications for CPD accreditation for non-complex activities can be processed within 30 days. More complex activities or events such as large conferences, international activities, postgraduate academic courses etc may take longer, up to 60 days.

Ideally, applications should be submitted at least **30 days prior** to the start date for activities of less than 4 hours' duration, and at least **2 months prior** to the start date for activities that are longer than this. The Board may need to request additional information from you to fully assess the application and content of the activity applied for. Accreditation will not be granted until all information sought has been supplied and is deemed satisfactory to the assessors for accreditation.

9. After successful accreditation

The number and type of CPD credits will be awarded based on educational quality (level of study) and type (academic or vocational education), content, profile of presenters, and duration of the activity/event (notional hours). Once the activity is accredited, it is the providers responsibility to ensure evidence of attendance is monitored and retained so individual practitioner attendance can be cross-referenced by the ODOB.

Advertising/marketing

ODOB **does not permit** use of our logo, name or branding to advertise or market CPD activities. This extends to any physical or online advertising, marketing, or published material (brochures etc). Although the ODOB has accredited your activity to be eligible for ODOB specific CPD credits, advertising of the activity would give a false impression that ODOB is the organiser, has a connection, or has sponsored the activity or event.

Certificate / Evidence of attendance

- Attendance may be logged through a sign-in attendance register. (This is only for provider's use, as ODOB does not require this to be provided to them.)
- If a QR code is not used (available only for in-person events), a certificate or other evidence of completion/attendance will need to be made available by the provider after the event has been accredited. No certificates/evidence should be provided to any attendees until an event has completed the accreditation process.

If you are issuing a certificate or evidence of attendance, this must include:

- Attendee's full name
- Event name and date(s) of event
- ODOB accreditation number (as per ODOB event approval)
- Date of ODOB accreditation
- CPD credits awarded by ODOB for the event attended
- Provider details (name of organisation issuing the certificate)
- Signature of issuer

- Date issued.

Regardless of the method of attendance, it remains the practitioner's responsibility to ensure they log their CPD credits correctly. Please see the relevant [CPD Accreditation Policy](#) for further details or contact the ODOB's Education Officer if you require additional information at cpd@odob.health.nz.

10. Publication on ODOB's Event listing

You have the option to have your accredited CPD activity published on the ODOB's Event listing page (ODOB website³). This helps practitioners to find and register for CPD activities that are available to them and are accredited for CPD credits.

The information published on the event calendar includes details as supplied by you, including:

- ODOB accredited event number
- Event or activity name
- Activity type(s) and mode of delivery
- Date of activity
- Location/platform
- Class(es) and number of CPD credits available
- Accreditation approval dates
- Provider/event organiser's name
- Applicant or provider contact details
- Presenter name(s)
- Activity content abstract details
- Learning outcomes.

If you choose to display your activity on our website, it is your responsibility to ensure beforehand, for privacy reasons, that any providers, event organisers, and presenters are aware their details may appear on our website for this purpose.

You can select 'no' and the event/activity will not be listed on the website if you prefer.

³ <https://www.odob.health.nz/site/events>

Learning outcomes

What are learning outcomes?

Learning outcomes are statement of **what a student/attendee is expected to know, understand and/or be able to demonstrate** after **completion of a process of learning** (EC, 2005⁴, in Kennedy, 2006:20⁵).

Learning outcomes describe the **specific knowledge, skills, understanding and application a learner will achieve** through each component of the programme (NZQA, 2019:19)⁶.

Your **method/s of teaching and learning, mode of delivery, resources and assessments** will all be based on the learning outcomes.

Good learning outcomes are:

- **measurable** (assessable, demonstrable)
- **manageable** (not too many, or not too much in one learning outcome leading to unmanageable assessments), and
- **clear, unambiguous and addresses defined areas of competencies** (short well-defined sentences, using plain language).

Learning outcomes:

- allow for **achievement** of the learning by establishing **minimum performance expectations** (balancing time, level (verb) and content)
- allow for **breadth and depth** that will **not limit flexibility and adaptability** (at appropriate level of generality to allow adaptability in the curriculum/course content, instructional methodology and learning needs of the students/attendees), and
- demonstrate **enduring understanding** (i.e., mastery of these essential knowledge, skills and application).

Learning outcomes are NOT:

- assessment standards
- the same as the title or purpose statement of a unit or session/event
- never implied, or
- a 'wish list' of what a student/attendee can do on completion (met at any time).

The mechanics of a learning outcomes

Writing learning outcomes are very easy. You need the following three aspects:

- You need a **verb** that is matched at the appropriate level of what you want the student/attendee to understand.
- You need to **provide context** to what the verb applies to, for example, what area are you focussing one.

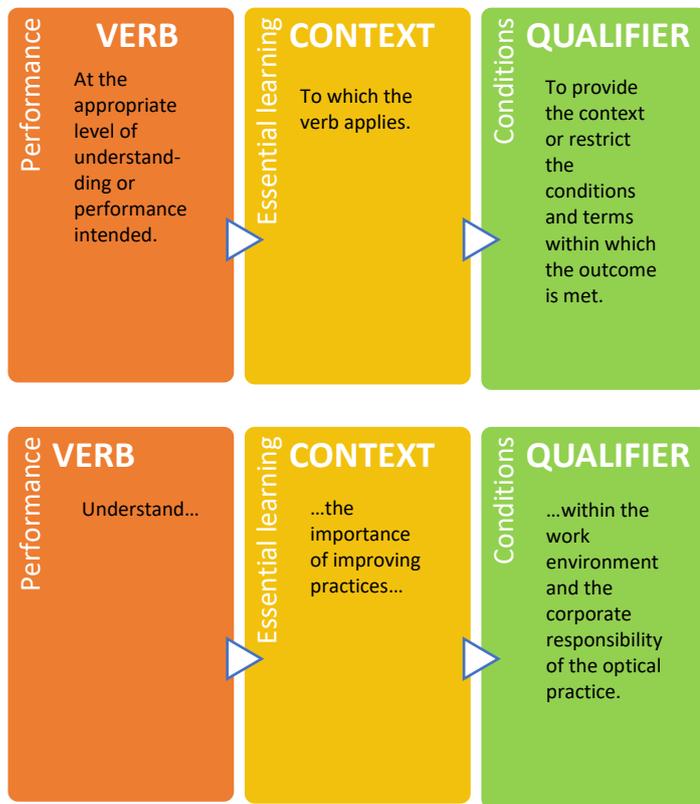
⁴ <https://education.ec.europa.eu/education-levels/higher-education/inclusive-and-connected-higher-education/european-credit-transfer-and-accumulation-system>

⁵ <https://cora.ucc.ie/bitstream/handle/10468/1613/A%20Learning%20Outcomes%20Book%20D%20Kennedy.pdf?sequence=1>

⁶ <https://www.nzqa.govt.nz/assets/Studying-in-NZ/New-Zealand-Qualification-Framework/requirements-nzqf.pdf>

- You need a **qualifier** that **provides further (more specific) context or a restriction** on what the learning experience will be focussed on.

An example of a learning outcomes development



Tools to use when designing learning outcomes

It is important to understand what level of learning you want the student/attendee to learn. To determine this level of learning, and without excluding others, you can use the following tools:

1. ODOB's clinical, ethical conduct and cultural competence and safety standards

Always begin by developing your learning outcomes using the ODOB's clinical, ethical conduct and cultural competence and safety standards. They are all available on our website:

<https://www.odob.health.nz/site/standards-guidelines>.

2. New Zealand Qualifications Framework's (NZQF) Level descriptors

If you wish to apply for CPD accreditation for a programme of study/course/qualification, this would be the best tool to use.

- Academic courses should be at NZQF Level 4 to 10, or equivalent.
- Vocational courses will be at NZQF Levels 1 to 7, or equivalent.

The **level descriptors** are broadly defined in terms of what a graduate is expected to know, understand and be able to do because of learning (NZQA, 2011:5)⁷.

⁷ <https://www.nzqa.govt.nz/qualifications-standards/understanding-nzqf/>

These level descriptors are available in the [NZQA brochure](#)⁸, page 29. It can also be used in CPD activities to see what NZQA level it is offered at. This is done by matching the learning outcomes to the level descriptors of the NZQF. If you are using this, please indicate this in your CPD accreditation application. More CPD credits would normally be applied to higher levels of learning, relevant to the ODOB’s clinical, ethical, and cultural safety standards. However, these are assessed on a case-by-case basis.

3. Bloom’s taxonomy

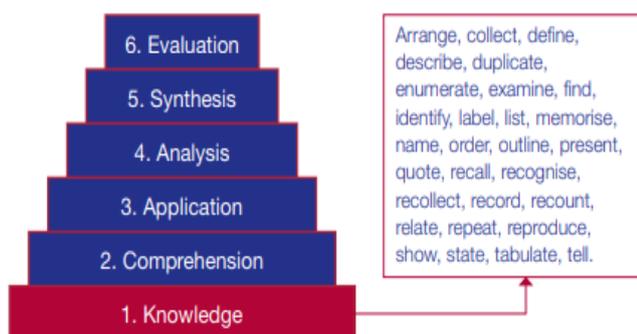
Bloom proposed that “knowing” is composed of **six successive levels** arranged in a hierarchy as shown in this diagram.



For each level, Bloom provided a description of expected learning and the types of verbs that would be associated with the level.

Knowledge

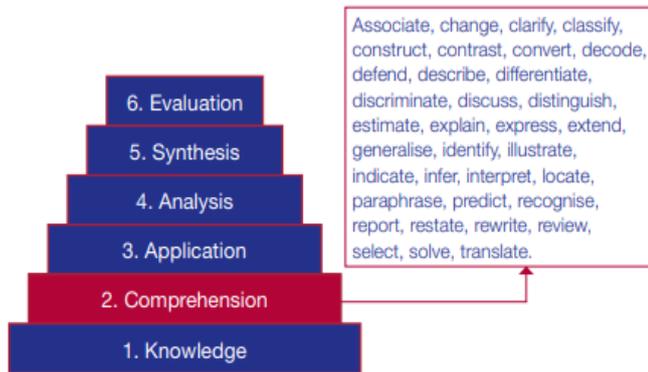
Knowing/ knowledge is the lowest form of learning. If your CPD event/activity is focussed on establishing baseline knowledge. For example, following a teaching, questions may follow on what was learned; or reading a research paper and answering knowledge-based questions on it. You can use the types of verbs in your learning outcomes as indicated below.



Comprehension

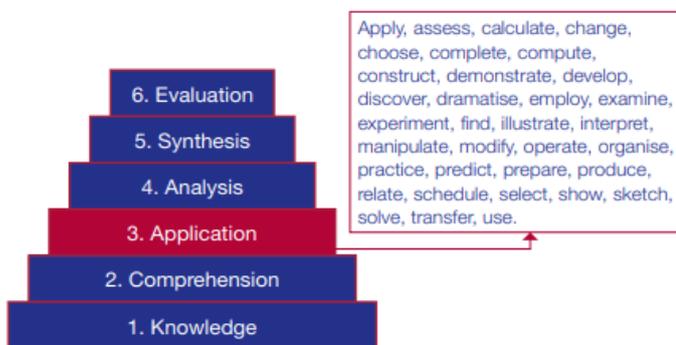
If your CPD event/activity is focussed on giving practitioners a slightly higher level of understanding of baseline knowledge of a specific topic/s, you can use the types of verbs in your learning outcomes as indicated below.

⁸ <https://www.nzqa.govt.nz/assets/Studying-in-NZ/New-Zealand-Qualification-Framework/requirements-nzqf.pdf>



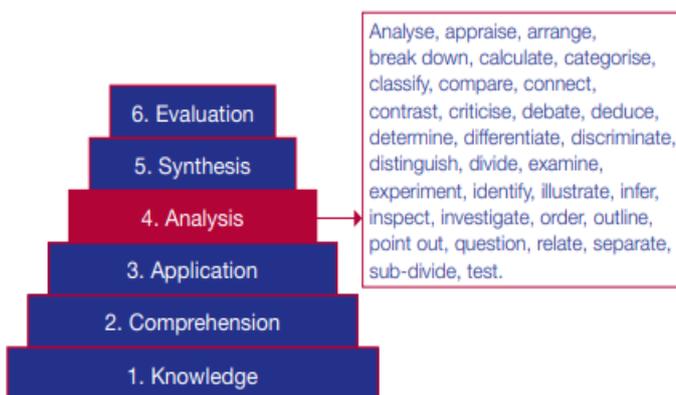
Application

If your CPD event/activity is focussed on applying knowledge and skills, you can use these types of verbs in your learning outcomes as indicated below.



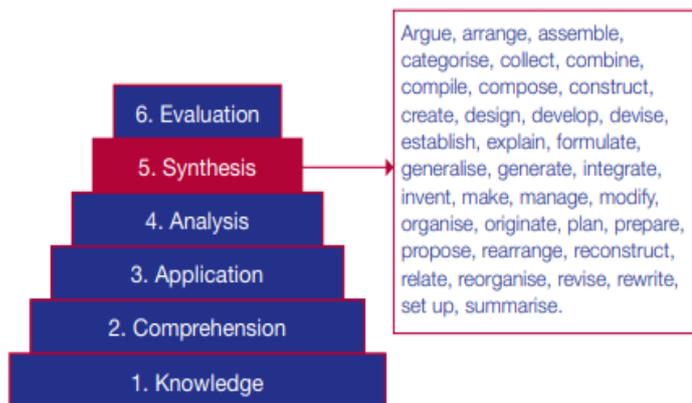
Analysis

If your CPD event/activity is focussed on teaching practitioners to analyse specific situations, such as doing case studies on certain conditions, or interpreting ophthalmic tests or prescriptions, you can use these types of verbs as indicated below.



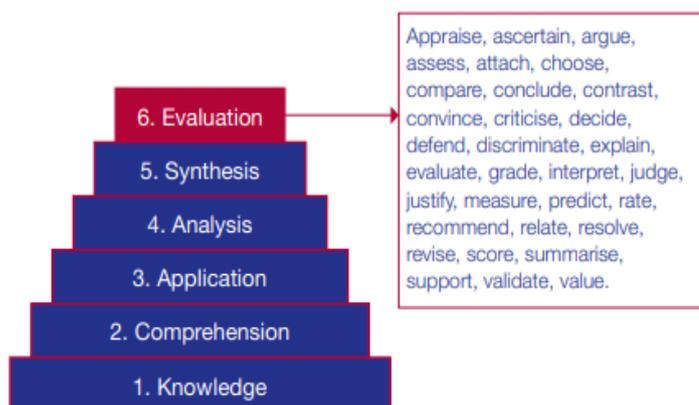
Synthesis

If your CPD event/activity is focussed on combining multiple ways/methods of doing things and wanting to teach practitioners why each way/method would be best, then you are testing 'synthesis'. An example of this could be if you are training practitioners two or more different ways of doing something, such as assessing patients for a certain condition, and provide them with clear reasons why each method of assessment is best given a specific circumstance/s; then present them with scenarios/case studies where they need to explain what treatment is needed and why. In these instances, you can use any of the types of verbs to develop your learnings outcomes as indicated below.



Evaluation

Evaluation is the highest level of learning. This is for higher level learning engagements such as doing a research-based presentation to a panel, or writing detailed reflections, essays, or research papers. In these instances, you can use the verbs to develop your learning outcomes as indicated below.



Examples of credits request, with learning outcomes matched to Board Standards

	Learning outcomes	Link to Board standards	Proposed CPD
Optometrist examples	LO1: Appreciates the limitations of fundus photography when evaluating the optic nerve.	Clinical standard 1.1.2 Demonstrates an understanding of sound research requirements and advantages and limitations of clinical techniques.	1 OPT
	LO1: Understand barriers to accessing eye care across Aotearoa New Zealand. LO2: Appreciate differences in hospital referral rates by different ethnicities in Aotearoa New Zealand.	Cultural standard 1.1.4 Demonstrate knowledge of health status of ethnic groups, and 1.1.6 Understand how Aotearoa New Zealand’s colonial history, systemic bias and inequities have impacted Māori and Māori health outcomes and ensuring that your interactions with and care of patients do not perpetuate this.	0.75 CUL
	LO1: Understand the appropriate time to refer medical retina patients into the public healthcare system.	Ethical standard 4.1 contribute to the health of the community by using health care resources wisely	0.5 ETH
Glaucoma examples	LO1: Know the common side effects of anti-glaucoma medications and when a change to the treatment plan is indicated.	Clinical standard 5.3.1 Considers drug actions and interactions, adverse side effects or allergies when determining non-prescription pharmacologic agents to meet the patient’s needs.	1.5 GE
	LO1: Contribute to the discussion of glaucoma management of the cases presented during peer review.	Clinical standard 1.1.5 Uses clinical experiences and discussions with colleagues to improve patient care.	2 GE
Dispensing Optician examples	LO1: Understand the key issues affecting optical practice with respect to the move towards sustainability. LO2: Understand the key terms used when quantifying the performance of an optometric practice.	<i>Standards of Clinical Competence for Dispensing Opticians</i> 5.1 Understands the principles of planning, establishment, development, and maintenance of an optometric practice.	0.5 DO
	LO1: Understand the need to carefully consider the corporate responsibility of an optical practice to ensure safe and equitable healthcare for all in Aotearoa New Zealand.	Standards of cultural competence and cultural Safety for optometrists and dispensing opticians, the ability to establish and maintain a level of self-awareness.	0.5 CUL