CPD@RCOT
Checklist for quality webinars

Introduction

Webinars are an excellent mechanism to disseminate continuing professional development (CPD) learning remotely and sustainably. The structure can be as simple as a short narrated PowerPoint, or can incorporate several sophisticated methods of audience participation.

RCOT has a set of CPD Learning Standards that are used to quality assure many of RCOT's learning resources. As a learning delivery method, webinars can also be checked against the standards to incorporate best practices for learning.

This checklist provides a set of points to consider when creating a webinar. Depending on how the webinar is designed, not all aspects will apply, but they are all worth considering.

There are two further RCOT resources that may help with the design and delivery of quality webinars. The course planning workbook has been designed to embed the CPD Learning Standards while developing a CPD course. Many of the design elements relevant to a course may be relevant when planning and creating a webinar.

The RCOT Career Development Framework provides a structure to inform occupational therapy learning and development. The four pillars of practice (Professional Development, Facilitation of Learning, Leadership and Evidence Research and Development) cover the breadth of activity of the profession. Each pillar has nine career levels from new starter in the pillar to most highly advanced and experienced. Familiarity with the *Career Development Framework* can inform and underpin the development of webinars that meet continuing professional development needs. They will help you to define your audience and webinar learning points.

If you are creating a webinar, you are enhancing your own CPD, as required by the HCPC. Be sure to record this activity for your CPD portfolio.

If you would like any support on any aspects of webinar production or learning standards, your RCOT Professional Development Team will be delighted to assist. Contact:
rcotapprovedlearning@rcot.co.uk

Standard 1: Content
The webinar:
- Contains up-to-date information based on current published research.
- Promotes and reinforces best practice.
- Has an introduction to orient participants and explain what they will learn.
- Covers problem-solving and decision-making.
- Suggests different ways that complex challenges and/or work quality improvement can be met.
- A balanced view of any commercial products and services is taken, acknowledging the range of potential commercial resources; and account is taken of socio-economic accessibility of products and services, avoiding endorsement of specific products or resources.
- The presenter has the expertise, knowledge, and experience to deliver the content.

Standard 2: Accessibility and inclusion
- The presentation and any associated materials are accessible for everyone, including those for example with dyslexia, visual and hearing impairments.
- The webinar promotes equality, diversity and inclusion and encourages participants to do so in their work.
- The presentation covers diverse perspectives and cultural values beyond single groups.
- The presentation considers the impact of power relationships and how behaviours and values impact on others.
- The presentation addresses the rights and responsibilities of stakeholders.
- Plain English is used as far as possible; technical terms and acronyms are explained.
- The webinar is clearly laid out and logically ordered.
- Content prepared by others is cited with a recognised system; copyright information, date of issue or publication and permissions are acknowledged.

Standard 3: Participant engagement
- A variety of methods are used to deliver content, for example, words, diagrams, video clips.
- The structure allows all participants to engage according to their different needs and preferences.
- Learners are safeguarded by providing guidance when sensitive topics are covered.
- Enough time is given to each aspect so topics can be covered in suitable depth.
- Depending on webinar structure, participants can share their experiences and learning with each other.
- Participants are encouraged to share their learning with colleagues after the event.

Standard 4: Learning assessment and reinforcement
- The presenter summarises the content and what the participants should now be able to do at the end.

- An opportunity or guidance is provided for participants to reflect on and record their learning (for example the RCOT Toolkit 'Apply your learning to practice', available on the CPD@RCOT webpage).

Standard 5: Relevance
The webinar:
- Is relevant to occupational therapy personnel.
- Relates to one or more pillars of practice key skills (*Career Development Framework* – see Appendix 1).
- If Professional Practice is one of the pillars, the webinar makes links to helping people to do what they want, need or have to do.
- Is designed with a clearly articulated audience in mind, which could be people with a broad range of experience and skills, or for specific career levels (see Appendix 1).
- Makes clear to participants who the intended webinar audience is, including level and type of skills needed for participation.

Standard 6: Learning outcomes (skills and knowledge gained)
Note: Learning outcomes are general statements about what participants should be able to do as a result of participating in the webinar, how well they should be able to do it, and how they can apply their learning in practice. They should be phrased so that learners will understand and apply them to their own learning.

Learning outcomes should: i) be general, not too detailed; ii) be realistically achievable; iii) lead to participants feeling confident about achieving all of them by the end of the webinar.

- Learning outcomes for the webinar are clearly stated, either at the beginning of the webinar, in the introductory materials received about the webinar, or both.
- Learning outcomes are relevant to the key skills of the pillars of practice identified in Standard 5 (see Appendix 1).
- Learning outcomes are pitched at the right level for the skills and experience of the participants for whom the webinar is designed.

Standard 8: Webinar follow up
[Note: CPD Learning Standard 7 is not relevant to webinar delivery]
- Accompanying references and supporting resources are current.
- Guidance is given for participants to apply their learning to practice (for example, the RCOT Toolkit 'Apply your learning to practice', available on the CPD@RCOT webpage).
- The presenter reminds and guides participants to record their CPD arising from the webinar, with particular attention to thinking about the outcomes of their learning on service delivery and/or service user experience [link to HCPC].

Standard 9: Quality monitoring and continuous improvement

- Participants have the opportunity to evaluate the webinar. The presenter or developer monitors and acts upon the feedback to continuously improve the quality of learning either for the same webinar or future resources.
- If the webinar is delivered on a regular basis, or is made available after live delivery, the webinar is regularly reviewed for improvements, updated to meet learners' needs and continues to reflect contemporary learning, research and practice.

Appendix 1: RCOT *Career Development Framework* for Occupational Therapy: Pillars of practice and their keys skills

For more detailed information, refer to the RCOT *Career Development Framework*.

Remember the career levels apply to each of the four pillars, not just Professional Practice. Use them according to the pillar(s) that you have identified are relevant to your webinar.

Pillars of practice		Key skills – the webinar supports participants to:
Professional Practice	☐	P1 Maintain occupation at the centre of practice.
	☐	P2 Deliver safe, effective, person-centred and ethical practice.
	☐	P3 Use professional judgement and evidence-based critical reasoning to make decisions.
Support learning	☐	S1 Inspire, teach, mentor, supervise and/or assess others.
	☐	S2 Facilitate practice-based and work-based learning.
	☐	S3 Access, create and evaluate contemporary learning environments, methods, tools and materials.
Leadership	☐	L1 Identify, monitor and enhance own and others' knowledge, skills and ways of thinking.
	☐	L2 Lead, guide and/or facilitate teamwork.
	☐	L3 Influence, design, plan and implement professional and/or organisational change.
Research, gather evidence, develop profession	☐	R1 Access, evaluate and implement evidence to inform practice.
	☐	R2 Initiate, design, participate in and disseminate research.
	☐	R3 Engage with and influence broader socio-economic and political agendas.

Career level	Career level skills and abilities
Level 1: basic general knowledge; awareness of the role of the profession	• New starter in the sector, not necessarily straight from school. • May carry out work duties following established protocols or procedures with guidance and/or direct supervision. • Aware of quality improvement projects. • Aware of need for self-development.
Level 2: basic understanding of profession and the scope of work	• May carry out work duties following established protocols or procedures with guidance and supervision. • Participate in quality improvement. • Beginning to identify areas for self-development.
Level 3: know, understand facts, professional procedures, processes, principles and general concepts in a scope of work	• May carry out wide range of delegated duties with guidance and supervision when needed. • Contribute to quality improvement. • Responsible for self-development.
Level 4: know and understand professional procedures, processes and general concepts within a scope of work	• Guided by written procedures and protocols, make judgements, plan activities. • Contribute to quality improvement, demonstrate self-development. • May have some responsibility for aspects of some staff or learner supervision.
Level 5: comprehensive, factual, theoretical knowledge and understanding of the profession and boundaries of that knowledge; creative problem solving; critically appraise evidence base	• Make judgements within own scope of work, actively contribute to quality improvement. • May supervise staff or learners. • Actively contribute to quality improvement, work activities, self-development. • May be registered practitioner. **or** • May be non-regulated, have own specialist trade or craft e.g., posture and seating skills.
Level 6: enhanced knowledge and critical understanding of theory and its practical application	• Lead in a specific scope of practice with some responsibility for service and team performance. • Engage in quality improvement and enhance delivery within work context. • Supervise staff and/or learners. • Consistently undertake self-development.
Level 7: advanced knowledge and critical understanding; suitably challenge professional boundaries, pioneer innovations	• Responsible for quality improvement in complex environments. • Lead and supervise within working context (services, research, education). • Pro-actively self-develop.
Level 8: most advanced knowledge, skills, ways of thinking; at the forefront of the profession; strategic leaders, political influencers, original thinkers	• Responsible and accountable for finances, quality improvement, research (including design and capacity building), supervision and/or multiple teams. • Intuitively self-develop.
Level 9: most advanced and innovative knowledge, skills, ways of thinking in the wider context	• Develop services to meet population needs, work at highest level across organisations.

	- Accountable for performance of staff /services, influence at systems level. - Lead programmes shaping service/research/quality improvement delivery. - Tacitly self-develop.