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Accreditation Standards for Continuing Professional Development Activities | *Guidelines 2015*

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Introduction

Australian Pharmacy Council (APC) is an independent body engaged, in the public interest, in the development and assurance education of training and assessment standards. APC holds the assignment for accreditation of pharmacy education from the Pharmacy Board of Australia (PharmBA) under the National Registration and Accreditation Scheme (NRAS).

The PharmBA has authorised APC to accredit organisations to accredit Continuing Professional Development (CPD) activities for pharmacists.

APC wishes to acknowledge the valuable contribution of the members of the CPD Accreditation Forum who assisted in development of these guidelines.

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Glossary of terms

Accreditation	Accreditation of a degree program, ITP and CPD activity against defined standards to ensure that the education and training leading to registration as a health practitioner (ie. pharmacist) is rigorous and prepares individuals to practise a health profession safely.
Accredited CPD activities	An accredited CPD activity has undergone a quality assurance review for its educational quality and its relevance to pharmacists' practice by an authorised CPD accrediting organisation.
CPD accrediting organisation	Refers to an organisation accredited by APC to accredit pharmacy CPD activities on its behalf.
Continuing professional development	The means by which members of the profession continue to maintain, improve and broaden their knowledge, expertise and competence, and develop the personal and professional qualities required throughout their professional lives (Pharmacy Board of Australia, 2010, p.1).
CPD activities	The activities undertaken by the members of the profession which enable them to continue to maintain, improve and broaden their knowledge, expertise and competence, and develop the personal and professional qualities required throughout their professional lives (Pharmacy Board of Australia 2010, p.1).
CPD activity provider	Refers to providers of CPD education activities within the pharmacy profession. Note: In some instances the CPD accrediting organisation and the CPD activity provider may be the same.
CPD credits	The number of points allocated to each CPD activity according to the Pharmacy Board of Australia's Guidelines on Continuing Professional Development.
Non-accredited CPD activities	Refers to those activities that have not been formally assessed against APC Accreditation Standards for Continuing Professional Development Activities by CPD accrediting organisations. Pharmacists are able to meet their annual CPD requirement through completing non-accredited CPD activities. However, where non-accredited activities are undertaken, pharmacists are responsible for assessing the activities for suitability and relevance to determine whether individual learning needs will be met.

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List of Abbreviations

AHPRA	Australian Health Practitioner Regulation Agency
APC	Australian Pharmacy Council
CPD	Continuing Professional Development
CV	Curriculum Vitae
ITP	Intern Training Program
PharmBA	Pharmacy Board of Australia
NRAS	National Registration and Accreditation Scheme
SME	Subject Matter Expert

Preamble

APC has developed this resource to assist CPD accrediting organisations and CPD activity providers in the provision of **accredited** CPD activities for the pharmacy profession.

The guidelines aim to improve the transparency and quality of the application process for accredited CPD activities.

The Guidelines 2015 should be used in conjunction with Accreditation Standards for Continuing Professional Development Activities (the Accreditation Standards) and the Pharmacy Board of Australia (PharmBA)'s published CPD documents, including:

1. Pharmacy Continuing Professional Development Registration Standard (CPD Standard)
2. Pharmacy Guidelines on Continuing Professional Development (CPD Guidelines)
3. Pharmacy Board of Australia Guidelines Continuing Professional Development Frequently Asked Questions

These documents can be found on the PharmBA website at www.pharmacyboard.gov.au

CPD system in Australia

The Health Practitioner Regulation National Law Act 2009 (the National Law) governs the operation of the Australian Health Practitioner Regulation Agency (AHPRA) and the National Boards (ie. the PharmBA) for the registrable health professions.

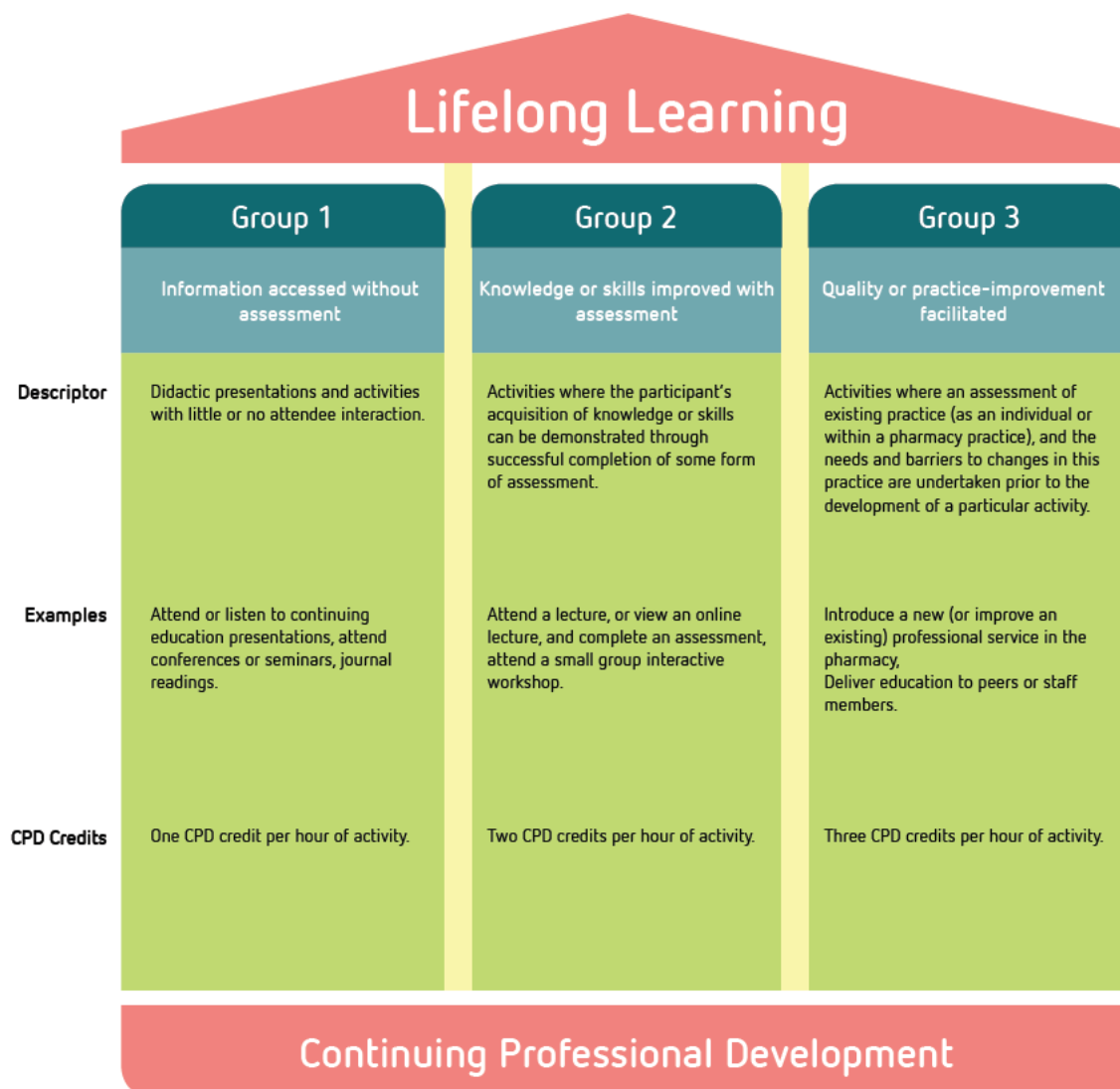
Under the National Law, all registered practising health practitioners must undertake CPD. CPD helps health professionals maintain and improve their knowledge, skills and competence.

The professional competencies for pharmacists are set out in the National Competency Standards Framework for Pharmacists in Australia 2010 (the Competency Standards). The Competency Standards identify and describe the domains of professional responsibility for pharmacists. CPD activities must assist pharmacists to maintain competency in the relevant domains of professional responsibility as set out in the current version of the Competency Standards.

The PharmBA's CPD Standard stipulates that a registered pharmacist in Australia must undertake CPD. The CPD Standard further describe the specific requirements that must be met by pharmacists when undertaking CPD for the purpose of meeting the PharmBA's annual registration requirements. Each year the PharmBA specifies a minimum number of annual CPD credits that need to be met by registered pharmacists at the time of renewal of their registration.

The PharmBA has identified three categories or groups that describe CPD activities (Figure 1). No more than 50% of annual CPD credits required can come from Group 1 CPD activities.

Figure 1: Classification of CPD activities and credit levels



CPD Accreditation

CPD activities can be either **accredited** or **non-accredited**. The accreditation of CPD activities provides an assurance to pharmacists that an activity has been reviewed for its educational quality and for its relevance to pharmacists' practice.

Currently, the PharmBA does not require that CPD is accredited, or that any portion of the CPD activities undertaken by pharmacists must be accredited. The PharmBA acknowledges that pharmacists may not have access to accredited CPD activities across the various activity groups or that the activities cover the entire scope of practice of pharmacy as defined in the PharmBA's CPD Standard.

However, when non-accredited activities are undertaken, it is the responsibility of the pharmacist to assess potential activities for suitability and relevance and to determine whether their individual learning needs will be addressed by undertaking these activities. Pharmacists should develop a learning plan to document their proposed self-directed learning and regularly review it to ensure that their needs are being met and to incorporate additional needs which evolve.

The PharmBA's definitions of three CPD activity groups (Figure 1) do not distinguish between accredited and non-accredited activities (Pharmacy Board of Australia 2010, p.3-4).

Tip: All CPD activities do not have to be accredited.

CPD Accreditation Process

The PharmBA has authorised APC to accredit organisations to accredit CPD activities for pharmacists. These CPD accrediting organisations are accredited by APC to accredit CPD activities submitted by CPD activity providers for accreditation.

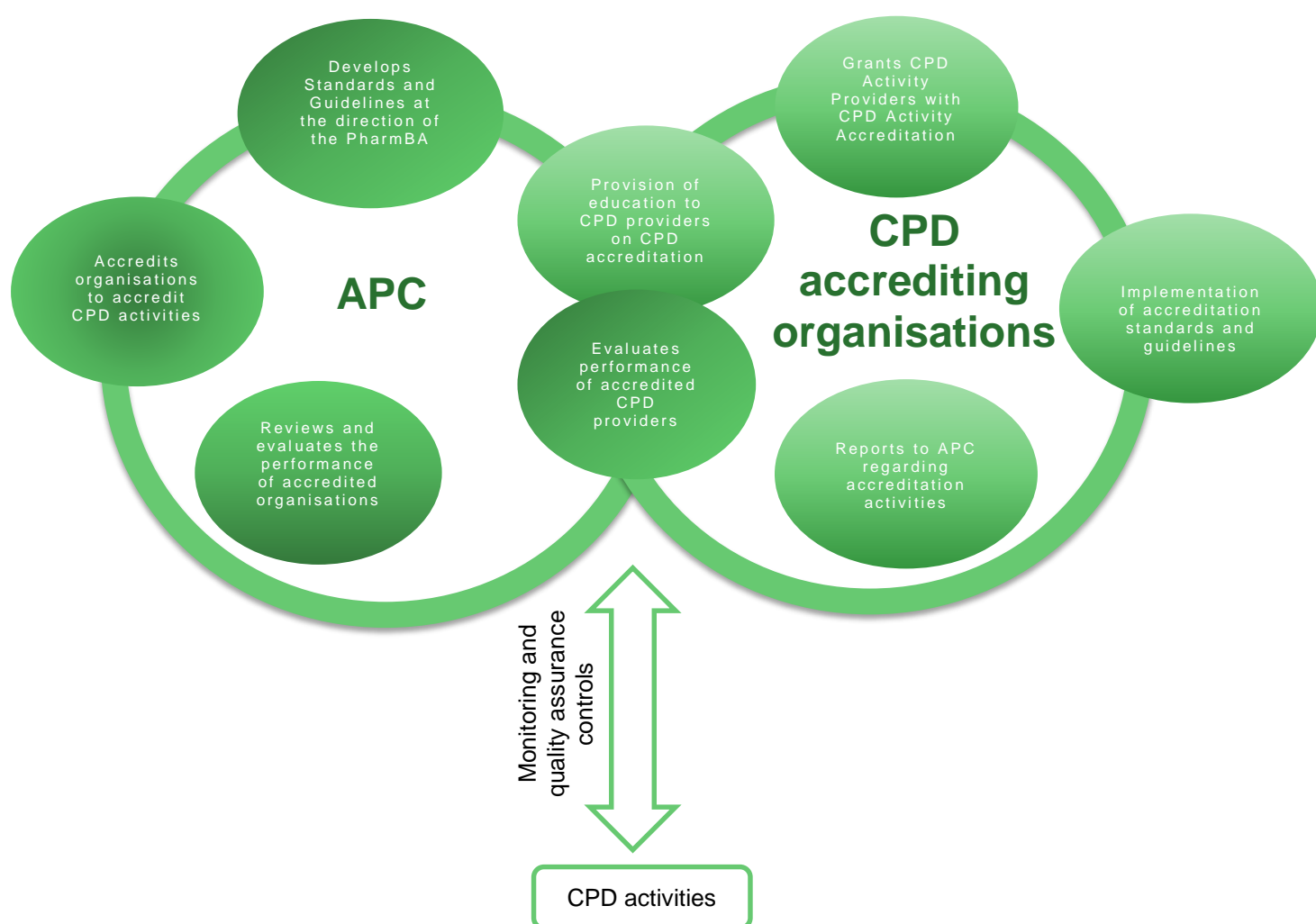
CPD accrediting organisations which are accredited by APC are required to assess CPD activities against the Accreditation Standards. To be accredited, a CPD activity must demonstrate that it satisfies all the standards. Therefore, CPD activity providers **must** ensure that the application and supporting evidence contain sufficient information to demonstrate how the activity meets each of the standards.

Tip: An accredited CPD activity must demonstrate that it satisfies all the Accreditation standards. The application and supporting evidence must demonstrate how the activity meets each of the standards.

Quality assurance and monitoring framework for CPD accreditation

The relationship between APC, CPD accrediting organisations and CPD activity providers is shown in Figure 2. This relationship also demonstrates the current quality assurance and monitoring framework upon which the CPD accreditation is built.

Figure 2: Quality assurance and monitoring framework for CPD accreditation



Current APC framework on the accreditation quality assurance and monitoring can be found at:
<http://pharmacycouncil.org.au/content/assets/files/Accreditation/policies/APC%20Accreditation%20Monitoring.pdf>

To allow for the ongoing monitoring and quality assurance of all CPD accrediting organisations, APC currently undertakes the following activities:

1. CPD site audits

APC conducts a site audit within the first 6 months of a CPD accrediting organisation being accredited to accredit CPD activities on their behalf. Site audit will be conducted at the main premises where the CPD accrediting activity takes place.

2. CPD desktop audits

12 months following a CPD site audit (or 18 months following the initial accreditation date), CPD accrediting organisations are required to complete a desktop audit which provides evidence of a quality improvement process. The audit documentation is then submitted to APC for review.

3. Reporting

CPD accrediting organisations are required to submit an annual report on the anniversary of their accreditation date to APC.

4. Networking

APC liaises with a wide range of stakeholders including the universities, professional bodies and other health professions. Through relationships with these individuals and organisations, APC is able to monitor changes in accredited programs, such as staffing changes, or levels of satisfaction with service provision such as CPD accreditation.

5. CPD activity monitoring

APC monitors accredited CPD activities to ensure the quality of the activities and their compliance with the Accreditation Standards. APC will conduct an independent review of not less than one accredited CPD activity per provider per year. A representative of APC will attend a CPD activity and conduct a written assessment of the activity against established criteria. Please refer to **Appendix A** which is the CPD Activity reviewing processes. Should the assessment indicate that a review of the CPD accrediting organisation's procedures is required, APC will contact the organisation formally.

Guideline 1: Learning objectives

Related Accreditation Standard(s): Standard 1 (Learning objectives)

1. Mapping of learning objectives to the Competency Standards

The mapping of learning objectives to the Competency Standards assists pharmacists to maintain competency in the relevant domains of professional responsibility as set out in the current version of the Competency Standards.

Learning objectives for a CPD activity must be linked to the Competency Standards in its entirety. It is not a requirement that each of the learning objectives of a CPD activity must have a specific link to the Competency Standards.

It is **mandatory** that learning objectives (in their entirety or individually) be at least mapped to the 'standard' level in the Competency Standards and where possible mapped to the 'element' level.

Tip: It is mandatory that learning objectives (in their entirety or individually) be at least mapped to the standard level. It is not a requirement that each of the learning objectives must have a specific link to the Competency Standards.

2. Support for CPD activity providers during learning objective development

APC acknowledges the diversity of CPD activity providers in Australia and that not all are from within the pharmacy profession. Therefore, CPD accrediting organisations may choose to provide additional support to CPD activity providers in the areas of developing learning objectives and mapping to the Competency Standards. The level of support provided by each of the CPD accrediting organisation is to be determined internally at the discretion of each organisation. APC understands that this may depend on the organisational capability and capacity.

It is strongly recommended that each CPD accrediting organisation has a clearly defined policy and/or procedures for CPD activity providers, on the level of support that can be expected from each organisation.

Tip: CPD accrediting organisations may choose to provide support to CPD activity providers in developing learning objectives and mapping to the Competency Standards.

3. Learning objectives for conferences

APC acknowledges conferences and events are often publicised and promoted whilst planning and details of the conference are still in development. Therefore, CPD accrediting organisations will often have difficulty in obtaining learning objectives for conference CPD activities months in advance.

When advertising for conferences, the conference organisers (which in some cases will be the CPD activity providers) **may elect** to write global learning objectives for the entire program to compensate for late-coming individual learning objectives for CPD activities. For further details on advertising of CPD activities for conferences, see *Guideline 11: Promotion*. APC Accreditation Marketing Policy provides detailed guidance on how CPD activities including conference CPD activities should be advertised, prior to accreditation being granted.

Global learning objectives for conferences **do not exempt** CPD activity providers from submitting learning objectives for each CPD activity. Learning objectives for each CPD activity must be provided to the CPD accrediting organisation prior to the conference when accreditation is sought. CPD accrediting organisations **must** ensure that CPD activities submitted for accreditation have associated learning objectives prior to accreditation being granted.

Tip: Conference organisers may elect to write global learning objectives for the entire conference program to compensate for the late-coming individual learning objectives for CPD activities. Global learning objectives for conferences do not exempt CPD activity providers from submitting learning objectives for each CPD activity.

4. Presentation of learning objectives

Learning objectives are not required to be made available in each of the CPD activity materials as long as they are available for access by the participants in some manner or form (ie. could be in the activity presentation slides, online brochure, conference app and etc.).

Tip: Learning objectives are not needed to be in each of the CPD activity materials as long as they are available for access by the participants in some manner or form.

Guideline 2: Accreditation of presentations

Related Accreditation Standard(s): Standard 2 (Development)

As mentioned before in *Guideline 1: Learning objectives*, obtaining all the materials in advance for conferences that are relevant to a presentation is often a common difficulty experienced by CPD accrediting organisations. For CPD accrediting organisations to assess the suitability of a CPD activity for accreditation, the CPD activity providers must provide **all** of the following as a **minimum requirement**:

- Learning objectives and the related Competency Standards.
- Content that will be presented. This may be in the form of a document that contains information about the content of the presentation. The CPD activity provider may choose how they would like to provide this information to the CPD accrediting organisation. This may be in the form of speaker notes, presenter's brief or simply a document containing the presentation content. It is the responsibility of the CPD accrediting organisation to determine the sufficiency of the content provided based on the quality of information provided. Provision of the final presentation (ie. PowerPoint slides) to CPD accrediting organisation at the time of seeking accreditation is not necessary. However, the CPD activity providers must ensure that the final presentation content is no different to content accredited by the CPD accrediting organisation.
- Name and details of authors/content developers including a biography or CV.
- Name and details of the presenter if different to the author/content developer including a biography or CV.
- Conflicts of interest if any identified.
- Detailed session summary outlining how the activity will be conducted, including information on details of learning activities/assessments used and how feedback will be sought from participants. Please note that CPD activity providers **are not** required to provide details of supplementary and/or assessment materials at the time of accreditation. In these instances, accreditation should be only granted based on the information provided by the CPD activity provider. For example, Group 2 accreditation should not be granted in the absence of relevant assessment materials.

Guideline 3: Subject Matter Experts

Related Accreditation Standard(s): Standard 2 (Development)

The performance criteria for *Standard 2.1 (Development)* of the Accreditation Standards state that there must be a significant pharmacist and/or other subject matter expert (SME) involvement in the development of the activity.

It is not necessary for all SMEs involved in developing CPD activities to be pharmacists. The CPD activity development process must have significant pharmacist **and/or** SME involvement; and in some instances this may be both pharmacist(s) and SME(s).

The type of expertise necessary for the development of a CPD activity needs to be contextualised to the activity that is being delivered. During this process it is important to look at the activity as a whole, taking into consideration the learning objectives and quality of the content to make a valid judgment on the pharmacist and/or SME involvement. This means that pharmacist involvement in all activities is not necessary; however CPD activities delivered to pharmacists must be linked and be relevant to pharmacy practice.

APC **requires** that all CPD accrediting organisations include a section in their CPD accreditation application form which describes the role and contribution of the pharmacist and/or SME involvement in the development of the CPD activity. CPD activity providers must describe this explicitly when submitting an application to a CPD accrediting organisation.

APC **requires** a biography or Curriculum Vitae (CV) of the pharmacist and/or SME be provided as documented evidence of this criterion by CPD activity providers to the CPD accrediting organisation. CPD accrediting organisations should not make an assessment on an accreditation application based on their personal knowledge or any other factors known of the involved pharmacist and/or SME.

Tips:

1. *Pharmacist involvement in all accredited CPD activities is not required, however, CPD activities delivered to pharmacists must be linked and be relevant to pharmacy practice*
2. *CPD accrediting organisations must include a section in their CPD accreditation application form which allows the CPD activity providers to describe the role and contribution of the pharmacist and/or SME involvement.*
3. *CPD activity providers must provide a biography or CV of the pharmacist and/or SME as documented to CPD accrediting organisations.*

Guideline 4: Conflict of interest

Related Accreditation Standard(s): Standard 2 (Development) and Standard 3 (Presentation)

All parties involved in the development of CPD activities, including expert reviewers, **must** disclose conflicts of interest whether actual or perceived. In instances where obvious conflicts are identified when the signed declaration of conflict of interest has been signed with nil declarations, CPD accrediting organisations must address these directly with the CPD activity provider and the reason(s) for not disclosing the conflict are to be sought.

The declaration of conflict of interests **must** be made available to all participants. APC does not stipulate where this should be made available as long as it is accessible by participants in some form. For example on promotional materials, workbooks, conference handbooks, presentations, handouts, mobile and computer applications, and websites. **At least 1** of these materials relating to a CPD activity **must** disclose the conflicts of interest to participants.

Tips:

- 1. All parties involved in the development of CPD activities, including expert reviewers, must disclose conflicts of interest whether actual or perceived.*
- 2. All participants must be provided with the declaration of conflicts of interest via at least one of the associated CPD activity materials.*

Guideline 5: Disclosure of limitations on information

Related Accreditation Standard(s): Standard 2 (Development) and Standard 3 (Presentation)

The proposed content of the activity must be based on critical evaluation of relevant literature and/or practice-based professional evidence. CPD activity providers must disclose limitations on information included in the CPD activity to CPD accrediting organisations when necessary. This can be in instances where presenters use their own experiences to discuss a topic where there may be potential limitations of the evidence needing to be disclosed to the audience.

Tip: CPD activity providers must disclose limitations on information included in the CPD activity to CPD accrediting organisations when necessary.

Guideline 6: Commercial Bias

Related Accreditation Standard(s): Standard 2 (Development) and Standard 3 (Presentation)

All CPD activities must be free of commercial bias. Incorporation of any product (including medications) and/or services throughout the activity content needs to be balanced and must not influence the content of the activity to an unwarranted degree of commercial bias.

If the current market only has one particular brand and/or commercial entity for a particular product and/or service, the use of the brand and/or the commercial entity name throughout the course content **must not** hinder the educational quality of the CPD activity. For example, when CPD activities are delivered by presenters of particular companies (ie. pharmaceutical companies) who may be seen as the sole SME in their area, it is vital to ensure that these activities use their particular product and/or service in such a way that achieves a balanced presentation without the hindrance of the educational quality. This means the use of promotional language in CPD activities is strictly prohibited.

Tips:

- 1. Incorporation of any product (including medications) and/or services throughout the activity content needs to be balanced and must not influence the content of the activity to an unwarranted degree of commercial bias.*
- 2. Use of promotional language in CPD activities is strictly prohibited.*

Guideline 7: Changing of CPD activity content following the accreditation of the CPD activity

Related Accreditation Standard(s): Standard 3 (Presentation)

The CPD activity provider **must formally notify** the CPD accrediting organisation if the content of the CPD activity is changed following the accreditation by a CPD accrediting organisation. The CPD accrediting organisation is responsible for assessing the extent of the change to determine the validity of the previously granted accreditation.

There have been instances where educational presentations are accredited for conferences months prior to the activity and the presentation content is changed at the time of presentation (eg. PowerPoint slides changed on the day of the conference). APC understands that this is a difficult factor to control and requires a CPD accrediting organisation to follow this up with the CPD activity provider for future reference. Any issues identified with the changed content need to be addressed at this discussion. CPD activity providers **must not** change the content of the CPD activity unless approved by the CPD accrediting organisation.

It is strongly recommended that each CPD accrediting organisation has a policy and/or procedure that clearly defines the notification of change processes and procedures. This policy is to include information about what constitutes a major change and what is not. This can then be provided to CPD activity providers for their reference.

Tips:

1. *CPD activity providers must formally notify the CPD accrediting organisation of any change to the content of the CPD activity following accreditation.*
2. *CPD activity providers must not change the content of the CPD activity unless approved by the CPD accrediting organisations.*

Guideline 8: Accreditation period for CPD activities

Related Accreditation Standard(s): Standard 2 (Development)

Whilst a CPD activity provider can request a defined period of accreditation, it is up to the CPD accrediting organisation to determine the actual period of accreditation to a **maximum of three years**. CPD accrediting organisations must take in to account the ongoing currency of the material, delivery style and format, the number of repeat presentations, consistency of the presenters when determining the actual accreditation period. CPD accrediting organisations are required to put adequate conditions on accreditation on repeated CPD activities (ie. presentations) to ensure consistency of delivery and quality of education.

CPD accrediting organisations must have a policy and/or procedure for CPD activity providers which provides detailed information on accreditation periods for various accredited CPD activities. This is to include information on the way in which the period of accreditation is granted, the conditions put on repeated CPD activities and the monitoring undertaken by CPD accrediting organisations to ensure ongoing compliance.

Tip: CPD accrediting organisations must determine the actual period of accreditation for a CPD activity to a maximum of 3 years.

Guideline 9: Supplementary assessments

Related Accreditation Standard(s): Standard 4 (Educational Methods)

Where supplementary assessments are allowed for a participant to demonstrate improvement in knowledge and/or skills, a maximum of **two** attempts per assessment is allowed.

Ideally, subsequent assessment attempts must be distinct from previous attempts to ensure the integrity of the assessment process. This means that all the questions of the subsequent attempt should be different to the previous attempt. However, APC understand that this is not always achievable as all CPD activity providers may not have the capability and the capacity to offer replacement questions.

In instances where different questions for the subsequent attempts are not possible, answers of the previous attempts **must not** be displayed to the participants until the participant completes all attempts, to prevent the memorising of questions. Participants can only be provided with answers to the questions of each attempt if the two attempts does not repeat any of the same questions.

The pass mark for all assessments **must be equal to or greater than 75%**.

Tips:

1. *Maximum of two attempts per assessment is allowed.*
2. *When distinct questions for subsequent attempts are not possible, answers of previous attempts must not be displayed to participants.*
3. *Participants can only be provided with answers to the questions of each attempt if the two attempts does not repeat any of the same questions.*
4. *The pass mark for all assessments must be equal to or greater than 75%.*

Guideline 10: Face-to-face interactive Group 2 CPD activities

Relating Accreditation Standard(s): Standard 4 (Educational Methods)

Face-to-face interactive activities must be structured and facilitated in such a way to allow each participant to demonstrate the acquisition of the learning objectives.

For an interactive CPD activity to be granted Group 2 accreditation, the interactive component of the activity **must** form two thirds of the time allocated for the CPD activity. For example, if it is a 30 minutes CPD activity, the interactive component of the activity must be for at least 20 minutes.

For an interactive activity to be granted Group 2 accreditation, the ratio of facilitator to participants should be **no more than 1:20**.

Individual participants must contribute individually and/or be actively involved in a group activity to be eligible for Group 2 CPD credits.

Tips:

1. *For a CPD activity to be granted Group 2 accreditation, the interactive component of the activity must form two thirds of the time allocated for the CPD activity.*
2. *Ratio of facilitator to participants should be no more than 1:20 for an interactive Group 2 activity.*
3. *Individual participants must contribute individually and/or be actively involves in a group activity to be eligible for Group 2 CPD credits.*

Guideline 11: Promotion

Related Accreditation Standard(s): Standard 5 (Promotion)

All CPD accrediting organisations and CPD activity providers **must** comply with APC *Accreditation Marketing Policy* when promoting accredited CPD activities. For more details of promotion of CPD activities, please visit:

<http://pharmacycouncil.org.au/content/assets/files/Accreditation/policies/Accredited%20Provider%20Marketing%20Policy%20-%20CPD%20Providers.pdf>

If an activity is accredited, all CPD accrediting organisations **must** ensure all accredited CPD activities have the accreditation code displayed in accordance with APC *Accreditation Marketing Policy*. Guidance on CPD credits for **accredited** CPD activities, without the display of the relevant accreditation code, will be considered to be **not appropriate**.

Tips: Provision of guidance on CPD credits for accredited CPD activities without the display of the relevant accreditation code is considered not appropriate.

Guideline 12: Evaluation of CPD activities

Related Accreditation Standard(s): Standard 6 (Evaluation)

CPD accrediting organisations and CPD activity providers must ensure that participants are given the opportunity to evaluate the quality of the activity (or group of activities). It is not a requirement that evaluations are conducted immediately after the CPD activity. For example, it is not necessary to provide participants a feedback form after each session in a conference. However, it is **compulsory** to notify all participants of when and how they can complete the evaluations and provide feedback. For example, some CPD activity providers email the participants with an evaluation form (ie. survey) following the CPD activity.

Tip: CPD accrediting organisations and CPD activity providers must ensure that participants are given the opportunity to evaluate the quality of the activity (or group of activities). It is compulsory to notify all participants of when and how they can complete the evaluations and provide feedback.

Guideline 13: What should be granted accreditation and what should not be?

CPD accrediting organisations must ensure that all CPD activities which are granted accreditation must have an educational relevance for pharmacists. CPD activity providers **must ensure** that where accreditation is sought, the CPD activities have a focus on clearly defined learning objectives for pharmacists and be relevant to pharmacy practice.

All CPD activities must be educational learning activities which assist pharmacists to maintain their competency. Accreditation of entertainment activities which have no active learning components (ie. pop quizzes and award presentations) is prohibited.

Tip: CPD activity providers must ensure that all CPD activities where accreditation is sought, have a focus on clearly defined learning objectives for pharmacists and be relevant to pharmacy practice.

Guideline 14: Allocation of CPD credits

Credits are used as an indicator of a pharmacist's commitment to ongoing professional development and practice improvement. The allocation of CPD credits **must** be in accordance with the PharmBA's CPD Guidelines (2010, pp.3-4). For example, a Group 1 activity with a duration of 30 minutes should be only equivalent to 0.5 Group 1 credits.

Tip: The allocation of CPD credits for a CPD activity must be in accordance with the PharmBA's CPD Guidelines.

References

1. Australian Pharmacy Council 2013, Accreditation Standards for Continuing Professional Development Activities, Australian Pharmacy Council, Canberra viewed 14 January 2015, http://pharmacycouncil.org.au/content/assets/files/Publications/Standards%20and%20Guidelines%20for%20the%20Accreditation%20of%20CPD%20Activities%20July%202013_APC%20CPD_WEB.pdf
2. Australian Pharmacy Council 2014, Australian Pharmacy Council Accreditation Marketing Policy, Australian Pharmacy Council, Canberra, viewed 14 January 2015, <http://pharmacycouncil.org.au/content/assets/files/Accreditation/policies/Accredited%20Provider%20Marketing%20Policy%20-%20CPD%20Providers.pdf>
3. Health Practitioner Regulation National Law Act 2009 as in force in each State and Territory, viewed 14 January 2015, <http://www.ahpra.gov.au/About-AHPRA/What-we-do/Legislation.aspx>
4. Pharmaceutical Society of Australia 2010, National Competency Standards Framework for Pharmacists in Australia, Deakin, viewed 14 January 2015, <http://www.psa.org.au/download/standards/competency-standards-complete.pdf>
5. Pharmacy Board of Australia 2010, Continuing Professional Development Registration Standard, viewed 16 January 2015, <http://www.pharmacyboard.gov.au/Registration-Standards.aspx>
6. Pharmacy Board of Australia 2010, Guidelines on Continuing Professional Development, viewed 16 January 2015, <http://www.pharmacyboard.gov.au/Codes-Guidelines.aspx>
7. Pharmacy Board of Australia 2013, Frequently Asked Questions – Continuing Professional Development, viewed 16 January 2015, <http://www.pharmacyboard.gov.au/Codes-Guidelines/FAQ/CPD-FAQ.aspx>

Appendix A

CPD Activity Review Form

Activity name:	
Provider:	
Date:	
Location:	
Accreditation number:	
Number and group of CPD credits promoted:	

For this activity, please respond against the following statements.

1. The learning objectives for the activity were displayed at the beginning of the activity.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
2. The Competency Standards to be addressed by the activity were displayed.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
3. The presenter disclosed any conflicts of interest, if relevant.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
4. The educational content appeared to be free from commercial bias (e.g. active ingredients and/or brand names were used in a manner that achieved a balanced presentation. Sponsors were acknowledged in a manner that made it clear the educational content was independent).	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
5. Time was allowed within the activity for participants to interact with, and ask questions of the presenter.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
6. Where provided, materials were:			
a. Of a satisfactory quality	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
b. Included references	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
c. Dated	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

<p>7. For activities promoted as Group 2, each participant's achievement of learning outcomes was demonstrated through:</p> <p>a. A written assessment (which may involve multiple choice questions)</p> <p>b. Structured, interactive activities that allowed each participant to demonstrate their knowledge/ability</p> <p>a. Another mechanism, please describe:</p> <p>.....</p> <p>.....</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
<p>8. If the answer to Q7 was 'Yes', please identify the level of agreement with the following statements for the presented CPD activity:</p> <p>a. There was clear alignment between the learning objectives and the knowledge/skills assessed.</p> <p><input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree</p> <p>b. The assessment was of adequate difficulty for testing the learning gained from the CPD activity.</p> <p><input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree</p>			
<p>9. A mechanism for evaluating and providing feedback relating to the activity was made known to, and available to, all participants at the time of presentation.</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<p>10. If the answer to Q9 was 'No', were there any other mechanisms for evaluating and providing feedback regarding the CPD activity? Were these other mechanisms articulated by the presenter? (eg. feedback survey will be emailed to participants within a week following the completion of the activity or made known through other materials such as a Seminar brochure).</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<p>11. Promotion of the accredited CPD activity complied with the APC's CPD logo policy regarding promotion (eg. APC approved wording was used to communicate the number of CPD credits).</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<p>12. The allocation of CPD credits was appropriate as outlined by the Pharmacy Board of Australia's Guidelines on Continuing Professional Development.</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

13. If the answer to Q12 was 'No', please provide an explanation and include the appropriate number group of CPD credits applicable to the CPD activity as would be determined using the PBA's Guidelines.

14. Please identify the level of agreement concerning the presented CPD activity with the following statements:

a. The activity supported participants to achieve the stated learning objectives.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

b. The activity was relevant to pharmacy practice in Australia.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

c. The activity was suitably delivered.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

15. Please provide any further comments to explain the responses above, or additional information relevant to any consideration of the accreditation of this CPD activity.

Name of CPD Activity Auditor:

Signature: Date:

Office use only

CPD Accreditation Standard	Relevant responses	Deviation from standards identified
1	1,2	
2	1, 2, 3, 4, 14	
3	1, 2, 3, 4,	
4	5, 6, 7, 8, 14	
5	11	
6	9, 10	