



Standards for Continuing Professional Development for Pharmacists

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PSA Standards for Continuing Professional Development for Pharmacists

Overview

The PSA Standards for Continuing Professional Development for Pharmacists (the Standards) support the provision of high quality and relevant continuing professional development (CPD) activities to pharmacists in Australia.

The practice of pharmacy is constantly evolving, and pharmacists must be responsive to the needs of the health system and the population. Consumers expect that health practitioners involved in their care have ongoing training and are up to date across the breadth and depth of their practice. Continuing education and professional development provide the opportunity for maintaining contemporary knowledge, skills and competence within an individual pharmacist's scope of practice.

PSA is committed to supporting safe and quality care in the pharmacy profession by upholding the high standard of education and training available to pharmacists. Quality assurance of CPD and education through accreditation allows for assessment of individual activities against criteria that are key to developing relevant, quality learning experiences and measurable outcomes.

The Standards encourage flexibility and innovation by focusing on outcomes of the activity. They set a clear expectation for the quality of CPD activities and guide pharmacists in selecting education that supports their professional development. They are designed to help pharmacists meet the requirements of the Pharmacy Board of Australia's CPD Registration Standards and Guidelines.

The Standards are intended to:

- be used by individual pharmacists to self-assess whether a CPD activity is of suitable quality to meet their individual learning needs
- assist education providers to develop high-quality activities and apply to PSA for assessment against the Standards
- be used by PSA to assess CPD activities against the criteria and grant accreditation.

PSA's Standards for Continuing Professional Development for Pharmacists

The PSA Standards for Continuing Professional Development for Pharmacists (the Standards) are designed to support the development, design, delivery and evaluation of quality CPD for pharmacists.

They are primarily outcomes-based standards encouraging flexibility and innovation in the range of CPD activities available for pharmacists. Specific inputs may be included where they are needed to align with external requirements, for example, mapping to relevant competency frameworks.

Each standard includes criteria and indicators to support education providers. Where the indicators use the word 'could', this specifies optional but suggested actions. This allows for flexibility in the types of CPD activities available to pharmacists, acknowledging that some criteria may not be relevant to all topics or delivery formats.

Additional guidance is provided in supplementary materials separate to the Standards.

Standard 1:

The CPD activity is based on learning needs relevant to pharmacy practice in Australia

Criterion 1.1

The CPD activity is relevant to contemporary pharmacy practice and is informed by a needs assessment process

Indicators for meeting this criterion

Evidence is provided of the needs assessment process used to identify the learning needs that the activity will address and its relevance to current pharmacy practice, including:

- method of needs assessment (e.g, survey, audits, training needs analysis)
- involvement of pharmacists or subject matter experts in development of the activity
- mapping to relevant education, competency or professional practice standards, frameworks or guidelines (e.g. National Competency Standards Framework for Pharmacists).

Criterion 1.2

The CPD activity considers and supports the delivery of culturally safe healthcare for Aboriginal and Torres Strait Islander Peoples

Indicators for meeting this criterion

Evidence is provided on how the activity could support culturally safe practice, including:

- the activity objectives and rationale for how cultural safety, and culturally safe practice could be embedded in the activity where relevant
- the use of strengths-based language to discuss the impact on Aboriginal and/or Torres Strait Islander peoples relevant to the activity content
- involvement of an Aboriginal and/or Torres Strait Islander person in the development process for all activities where culturally safe practice is the core topic
- how the learning environment has been considered to optimise cultural safety for Aboriginal and Torres Strait Islander learners.

Criterion 1.3

The CPD activity supports safe and socially accountable practice

Indicators for meeting this criterion

Evidence is provided of how the activity promotes and supports safe and socially accountable practice, including:

- inclusion of professional, legal and ethical considerations in the activity where relevant
- the activity objectives and rationale for how socially accountable practice is embedded in the activity where relevant
- the use of strengths-based, gender-neutral, inclusive language.



Standard 2:

The CPD activity learning outcomes are informed by the needs assessment

Criterion 2.1

Learning outcomes are informed by the needs assessment

Indicators for meeting this criterion

Evidence is provided of how the learning outcomes align with the needs assessment and are relevant to pharmacy practice, including:

- explanation of objectives of the activity based on the findings of the needs assessment
- mapping of learning outcomes to relevant competency frameworks.

Criterion 2.2

Learning outcomes describe the knowledge and skills that learners are expected to achieve on completion of the activity

Indicators for meeting this criterion

Evidence of learning outcomes that describe what a learner should be able to do at the completion of the activity, including:

- learning outcomes must be SMART (specific, measurable, achievable, relevant, and time-bound).

Standard 3:

The CPD activity is designed to achieve the learning outcomes using contemporary educational practice

Criterion 3.1

The CPD activity is designed to support learners to achieve the learning outcomes

Indicators for meeting this criterion

Evidence is provided of the rationale for the activity format and duration and how it has been designed to allow learners to demonstrate achievement of the learning outcomes, including:

- mapping of content and/or learning activities to learning outcomes
- duration of the activity and how content can be addressed in sufficient depth and level of complexity to support achievement of all the learning outcomes
- instructional materials or resources used to deliver content
- description of the activity format (e.g. online module, case discussion, practical skills training)
- explanation of the delivery and assessment methods utilised in the activity and how they support achievement of the learning outcomes.

Criterion 3.2

The CPD activity design is consistent with contemporary educational practice

Indicators for meeting this criterion

Evidence is provided to demonstrate how the activity design supports adult learning principles and incorporates contemporary educational methods and/or technologies, including:

- description of the instructional design of the activity
- explanation of how the delivery method encourages interaction, reflection and application of learning into practice.

Standard 4:

The CPD activity is
evidence-based and
non-promotional

Criterion 4.1

The CPD activity content is contemporary, relevant and evidence-based

Indicators for meeting this criterion

Evidence is provided to demonstrate how the content has been developed consistent with trusted, evidence-based resources and current clinical and/or professional guidelines, including:

- involvement in the development and/or delivery of content by relevant pharmacists or subject matter experts
- references used and how these are made available to learners
- explanations of any limitations of evidence and how or where this is conveyed to learners.

Criterion 4.2

The CPD activity content is balanced, objective and not biased by sponsorship or commercial interests

Indicators for meeting this criterion

Evidence is provided of any sponsorship or commercial arrangements related to the activity and demonstrates that development and delivery is not impacted by any undue influence from these arrangements, including:

- description of how the activity reflects the body of evidence and does not mislead learners by omission, distortion or emphasis
- activity content does not contain promotional material
- declaration of sponsorship arrangements and how these are disclosed to learners
- declaration of conflicts of interest from authors/presenters and how these are disclosed to learners
- where an activity relates to a product, it is preferentially referred to in generic terms (e.g. active ingredient, software name) rather than brand name, or company brands.

Criterion 4.3

Individuals involved in the development and delivery of the CPD activity declare all conflicts of interest

Indicators for meeting this criterion

Evidence is provided of how conflicts of interest are disclosed to learners including:

- processes for ensuring the declaration of conflicts of interest by individuals involved in the development and delivery of the activity
- explanation of where or how the conflicts of interest of individuals involved in the activity are disclosed to learners and how the nature of the conflict is described.



Standard 5:

The CPD activity includes
assessment methods to measure
achievement of learning outcomes

Criterion 5.1

Assessment methods are valid, reliable and fair

Indicators for meeting this criterion

Evidence is provided that demonstrates a process to consider the role of an assessment method relevant to the activity that allows measurement of learners' achievement of the learning outcomes, including:

- rationale for role and/choice of formal or informal assessment method that effectively measures the learning outcomes
- inclusion of assessment tools that assess learner's skills and competence in real world settings (e.g. simulation, role plays) where relevant to the activity and learning outcomes
- explanation of how learners and assessors are informed of the criteria for assessment.

Criterion 5.2

Reflective activities are available for learners to reflect on the impact of the learning activity on their practice and/or patient outcomes

Indicators for meeting this criterion

Evidence is provided of mechanisms to encourage learners to reflect on the impact of the learning on their practice or patient outcomes including:

- inclusion of pre-activity or post-activity reflective tools that allow learners to self-reflect on achievement of the learning outcomes
- consideration of inclusion of reflective activities and/or tools within relevant activities that measure and record the impact of learning on practice and/or patient outcomes.

Standard 6:

The CPD activity is evaluated
for its quality and relevance
to practice

Criterion 6.1

Learners are given the opportunity to evaluate the activity for its quality and relevance to practice

Indicators for meeting this criterion

Evidence is provided to demonstrate a process for evaluation of the activity based on learner feedback including:

- evaluation method
- evaluation questions that facilitate feedback from the learners about the quality of a range of aspects of the activity, including achievement of the learning outcomes and reflection on the impact of learning on their practice.

Criterion 6.2

The CPD activity evaluations are analysed to review and improve the activity

Indicators for meeting this criterion

Evidence is provided of a process for continuous quality improvement including:

- how learner feedback and evaluation data is used to review the activity
- how the outcomes of the review inform current and future CPD activities.

Standard 7:

The CPD provider is responsive to the needs of the learner and maintains appropriate records

Criterion 7.1

The CPD provider communicates effectively with learners

Indicators for meeting this criterion

Evidence is provided of the mechanism for learners to communicate about aspects of the activity prior to or following delivery including:

- contact details for enquiries
- processes to manage feedback or complaints.

Criterion 7.2

The CPD provider assists learners to meet their CPD recording requirements

Indicators for meeting this criterion

Evidence is provided of information provided to learners that supports the identification of relevant CPD activities suitable for their individual learning needs, including:

- CPD activity details that will be made available to learners prior to the activity
- where this information will be made available
- mechanism for providing learners with evidence of successful completion of the activity and will assist in meeting their CPD reporting obligations or applications for funding support programs.

Criterion 7.3

The CPD provider protects learner data and privacy

Indicators for meeting this criterion

Evidence is provided of mechanisms to protect learners' privacy and any data collected as part of the delivery of the CPD activity including:

- privacy and confidentiality policies
- description of record management system that ensures learner data is stored securely and in compliance with relevant legislation and guidelines.

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