



# PSA Accredited CPD Provider Handbook

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## PSA Accredited CPD

### Overview

PSA is committed to supporting the pharmacy profession to provide safe and quality pharmacy services by upholding the high standard of education and training available to pharmacists. Quality assurance of continuing professional development (CPD) and education through accreditation allows for assessment of activities against criteria that are key to developing relevant and quality learning experiences and measurable outcomes.

The PSA Accredited CPD Framework allows CPD providers to have their education activities independently assessed against the *PSA Standards for Continuing Professional Development for Pharmacists* (the Standards). The Standards support provision of high quality and relevant CPD activities to pharmacists in Australia. They also represent the minimum requirements for PSA to consider a CPD activity is of adequate quality to contribute towards a pharmacist's professional development.

PSA will use the Standards to assess CPD activities against the criteria and grant accreditation. Display of the PSA Accredited CPD logo on accredited activities serves as a marker of quality and relevance for pharmacists.

### The Handbook

This CPD Provider Handbook is intended to provide support and guidance to education providers applying to have their activity accredited through the PSA Accredited CPD Framework.

Section 1 describes the accreditation process including timeframes, fees, ongoing monitoring and other procedural aspects.

Section 2 provides guidance and resources, including links to templates and evidence examples, for each criteria to assist education providers in developing activities that align with the Standards.

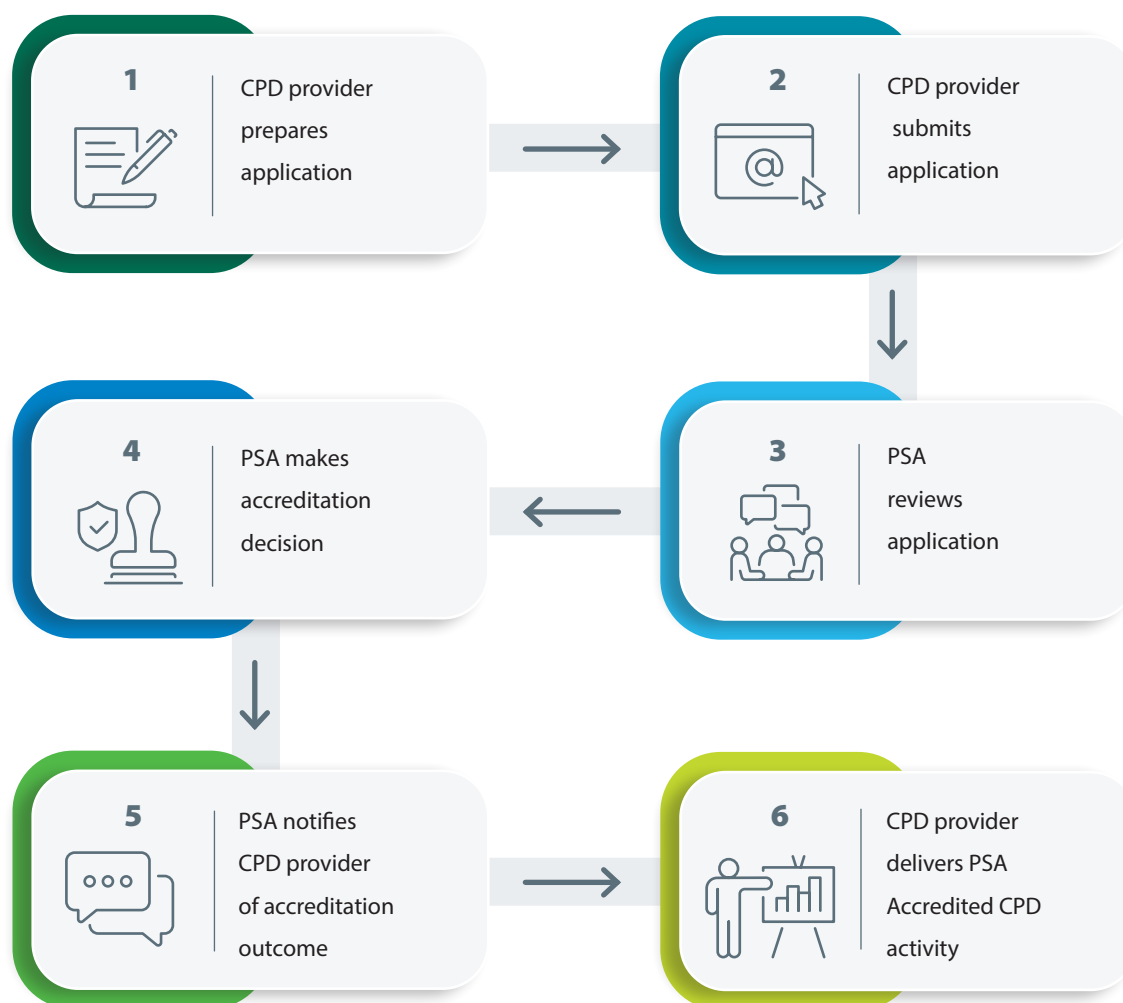
This Handbook will be updated periodically to include additional information or guidance based on feedback from providers or through PSA's continuous quality improvement processes. Providers can access the most recent version on the PSA website or request via email at [CPDaccreditation@psa.org.au](mailto:CPDaccreditation@psa.org.au).

# SECTION 1: Accreditation process

## Accreditation application process

The Accreditation application and assessment process involves six key steps which are described in detail below, including the responsibilities of the CPD provider and the PSA Accredited CPD team.

Figure 1: Key steps in the application and accreditation assessment process



## 1. Prepare application

CPD providers intending to apply for accreditation for an activity should consider the *PSA Standards for Continuing Professional Development for Pharmacists* prior to beginning the development process to ensure that it is aligned with the criteria that will be assessed.

It is suggested that CPD providers review the following essential documents prior to applying to PSA Accredited CPD for assessment:

- a. *PSA Standards for Continuing Professional Development for Pharmacists*
- b. *PSA Accredited CPD Provider Handbook*
- c. *PSA Accredited CPD Application Form*.

CPD providers must ensure that the application and supporting evidence contain sufficient information to demonstrate how the activity meets each of the Standards criteria. Guidance is provided in Section 2 of this Handbook.

## 2. Submit application

Completed applications and supporting evidence should be submitted to the PSA Accredited CPD team at [CPDaccreditation@psa.org.au](mailto:CPDaccreditation@psa.org.au).

The CPD team will conduct an initial administrative review to ensure relevant documents are attached and can be accessed. CPD providers will receive an acknowledgement email confirming receipt of the application and providing information about assessment timeframes and a quote for fees payable.

### 2.1 Timeframes

The accreditation assessment process can take approximately four weeks and can be dependent on various factors, including accuracy and completeness of the application and submitted evidence.

The CPD team aims to conduct the process and provide an accreditation outcome to CPD providers within **20 business days**. A fast-track process of up to **10 business days** is available. Further information will be made available by the CPD team if a fast-track option is requested.

The accreditation outcome may require CPD providers to submit further evidence to demonstrate compliance with the Standards. Assessment of additional evidence will take place within a reasonable timeframe.

## 2.2 Application fees

On receipt of an application for accreditation assessment, the PSA CPD team will review the activity details and provide a quote with the fees payable.

A fee schedule is available at <https://www.psa.org.au/cpd/cpd-accreditation/>. Please contact the CPD team on [CPDaccreditation@psa.org.au](mailto:CPDaccreditation@psa.org.au) with any queries about fees.

## 3. Application review process

Once an application has been received, it is assigned to an accreditation assessor who will assess the submission against the *PSA Standards for Continuing Professional Development for Pharmacists (2026)*.

In assigning an assessor, the PSA CPD team will consider availability, subject matter expertise and any actual or perceived conflicts of interest that might exist.

Assessors will review the application and supporting evidence to determine compliance against each criterion of the Standards. They will prepare an accreditation outcome report with their assessment and feedback, and recommendations for actions that may need to occur for the activity to be considered compliant with the Standards.

## 4. Accreditation decision process

The assessor will provide an accreditation outcome report to the PSA Accredited CPD team who is then responsible for making the accreditation decision. Decisions are overseen by the CPD Accreditation Team Lead and/or Manager – CPD to promote consistency in decision-making across activities. Escalation pathways are in place to ensure appropriate governance and oversight of accreditation decisions and outcomes.

### 4.1 Accreditation assessment outcomes

The accreditation assessment can lead to one of the following outcomes:

- Accredited: the activity complies with the Standards
- Accredited with conditions: the activity substantially complies with the Standards and the CPD provider is required to address non-compliances within a defined timeframe to comply with the Standards
- Not accredited: the activity does not meet the Standards.

Activities that are 'accredited with conditions' may require provision of further evidence before delivery of the activity. Timeframes to address conditions will be clearly communicated to CPD providers in the report. An assessment process of the evidence submitted to meet conditions will be conducted within a reasonable timeframe.



Where an activity has been assessed as 'not accredited', CPD providers will be advised of the outcome in the report and whether the activity could be appropriate for accreditation if changes were made to comply with the Standards. CPD providers would be required to submit a new application for an accreditation assessment.

## 4.2 Activity duration and CPD credits

The assessment process will consider the proposed duration of the activity indicated in the application to determine the number of CPD credits allocated to the activity.

It is expected that the duration of the activity will be sufficient to address the content required, and at a technical level that allows learners to meet all of the learning outcomes. It may include the time required for learners to demonstrate achievement of the learning outcomes through the proposed assessment methods.

CPD providers will be advised of the number of hours that the activity has been accredited for, and the relevant Pharmacy Board CPD group and credits (e.g. 1 hour Group 2 activity: 2 CPD credits).

## 4.3 Accreditation expiry dates

CPD activities will be assigned a standard expiry date of **2 years**, except where an accreditation assessor deems a shorter expiry date is required (e.g. evolving or frequently changing clinical topics, once-off events).

### Accreditation expiry extensions

CPD providers may apply to have their activity expiry date extended provided there have been no or minimal changes in the content of their activity. The activity must not have had the accreditation expiry date extended previously. CPD providers may apply to have the expiry date of their activity extended within 6 months of the activity expiring.

Accreditation expiry extensions can be granted up to a **maximum of 5 years**.

Extensions will only be granted where it is fair and reasonable to do so and is fully at the discretion of the PSA Accredited CPD team. Scenarios where an extension may be considered include, but are not limited to:

- The activity's update is dependent on the release of new guidance or information in the subsequent year.
- An activity is part of a trial that is being extended.

## 5. Accreditation outcome notification process

Following an accreditation assessment and decision, the CPD provider will receive an *Accreditation Outcome Report*.

The *Accreditation Outcome Report* will contain the following:

- Accreditation outcome (Accredited/Accredited with conditions/Not accredited)
- Conditions (if applicable) including details of further actions or evidence required and due dates
- PSA Accredited CPD accreditation information
  - Accreditation number: unique PSA Accredited CPD identification number that must be displayed on the activity material
  - Approved activity duration (hours)
  - Pharmacy Board Group credits (e.g. 1 Group 2 credits)
  - Accreditation expiry date
- Assessment summary including:
  - Compliance against each standard (compliant/not compliant)
  - Assessor feedback
  - Recommendations.

CPD providers of accredited activities will also receive a high-resolution PSA Accredited CPD logo to display on activity material. Details about the use of the logo are provided in this Handbook.

## 6. PSA Accredited CPD activity delivery

CPD providers are not permitted to change the content of an activity that has been accredited by PSA without prior approval.

### 6.1 Managing changes to PSA Accredited CPD activities

Providers of a PSA Accredited CPD activity must notify PSA of any intended changes to content, design or processes associated with that activity at least 15 business days prior to the intended change.

CPD providers must complete a *PSA Accredited CPD Deviation Form* available on the PSA website (<https://www.psa.org.au/cpd/cpd-accreditation/>) and describe the way in which the activity differs from the original PSA Accredited CPD application as approved. The form should then be submitted to [CPDaccreditation@psa.org.au](mailto:CPDaccreditation@psa.org.au).

An accreditation assessor will evaluate the extent of the change to determine if the activity is still compliant with the Standards. CPD providers should note a fee may apply for this assessment.

CPD providers that fail to advise PSA of changes to a PSA Accredited CPD activity may have the accreditation status revoked for that activity.

## CPD Provider application checklist

An overview and checklist of actions required by a CPD Provider throughout the process are provided in Table 1.

Table 1: CPD Provider application steps

Step	Action required by the CPD provider	Completed
1	<p><b>Complete the PSA Accredited CPD Application Form</b></p> <p>CPD providers must ensure that the application and supporting evidence contains sufficient information to demonstrate how the activity meets each of the <i>PSA Standards for Continuing Professional Development for Pharmacists</i>.</p> <p>Review the following essential documents prior to submitting an application to PSA Accredited CPD:</p> <ul style="list-style-type: none"> <li>• <i>PSA Standards for Continuing Professional Development for Pharmacists (2026)</i></li> <li>• PSA Accredited CPD Provider Handbook.</li> </ul>	<input type="checkbox"/>
2	<p>When complete, submit the application and relevant documents to <b><i>CPDaccreditation@psa.org.au</i></b></p> <p>Please include the following:</p> <ol style="list-style-type: none"> <li>PSA Accredited CPD Application Form</li> <li>Developer/presenter/reviewer conflict of interest declaration</li> <li>Activity content (e.g. presentations/articles, link to online module, detailed activity course outline) containing: <ul style="list-style-type: none"> <li>• learning outcomes</li> <li>• mapping to 2016 Competency Standards or other relevant frameworks</li> </ul> </li> <li>Sample of methods used to assess achievement learning outcomes (e.g. assessment tools) where relevant</li> <li>Example evaluation form</li> <li>Example of advertising material (e.g., website landing page, flyer)</li> <li>Other evidence to support the application.</li> </ol> <p>Review quote for fees payable and provide acceptance and confirmation for the application to proceed through the accreditation assessment process</p>	<input type="checkbox"/>
3	Accreditation assessment review – PSA Accredited CPD process. No action required.	PSA to complete
4	Accreditation decision process - PSA Accredited CPD process. No action required.	PSA to complete
<b>When the activity has been assessed as accredited, or accredited with conditions:</b>		
5	<p>Address any conditions imposed on the activity by the due date.</p> <p>Apply accreditation information and PSA Accredited CPD logo to activity materials</p>	<input type="checkbox"/>
6	<p>Deliver accredited CPD activity as approved</p> <p>Notify PSA of any changes to activity prior to implementation</p> <p>Participate in, and respond to, the quality audit process if requested by PSA.</p>	<input type="checkbox"/>



# Advertising PSA Accredited CPD

## PSA Accredited CPD logo

The PSA Accredited CPD logo is intended to provide a recognisable symbol that a CPD activity has been assessed for its educational quality and relevance to pharmacy practice (Figure 1).

The logo must appear on PSA Accredited CPD activities and be used in conjunction with accompanying accreditation information as defined in this Handbook (Refer to *Accreditation identifiers*). Permission to use the logo will be granted by PSA once a CPD activity has been accredited.

The following conditions apply to use of the PSA Accredited CPD logo:

- The logo must not be altered or modified in any way, including changes to the resolution of the logo.
- The logo cannot be combined with any other designs, trademarks, text or organisation name.
- The logo cannot be placed over any images or patterns and should be placed on solid backgrounds.

Figure 2: PSA Accredited CPD logo



## Accreditation identifiers

CPD providers will be issued with a unique identifying accreditation code for individual activities once they have been accredited. The accreditation code will consist of:

- **PSA** as the code prefix denoting that the activity is PSA accredited
- Further letters and numbers as determined under PSA's numbering system (e.g. *PSAABC1234*).

CPD providers are also expected to provide information to learners on the number of Pharmacy Board CPD group credits an activity attracts.

An example of the expected standard for advertising a PSA Accredited CPD activity is demonstrated in Figure 3.

Figure 3: Example of advertising expectations for PSA Accredited CPD activities



**Accreditation code:** PSAABC1234

**CPD credits:** Up to 1.5 Group 2

**Expiry date:** DD/MM/YYYY

## Misleading claims

CPD providers must not make false or misleading claims relating to:

- the application and potential outcomes of a PSA Accredited CPD assessment
- the anticipated type and number of CPD credits that may be awarded to a PSA Accredited CPD activity.

## Correct logo use

The PSA Accredited CPD logo can only be used on activities that have met the standards for accreditation. CPD providers cannot use the logo on activities that have not been accredited by PSA.

CPD providers are permitted to continue to use the PSA Accredited CPD logo when a CPD activity is undergoing re-accreditation or being assessed for expiry date extension, provided this occurs within the standard 2-year expiry timeframe.

# Quality assurance

## CPD Provider reporting requirements

CPD providers must facilitate evaluation by learners of accredited activities that allows them to give feedback on the overall quality and relevance to pharmacy practice.

CPD providers are required to submit a summary of learner feedback and details of any review or changes this feedback may have prompted to [CPDaccreditation@psa.org.au](mailto:CPDaccreditation@psa.org.au) directly after a once-off activity or at least annually for recurring activities.

## Quality audit

The PSA may audit CPD activities either at random or in response to an incident or complaint relating to a PSA Accredited CPD activity. Audits are conducted at PSA's discretion and CPD providers may or may not receive notification of the audit prior to it taking place.

Material that may be requested by PSA as part of an audit includes but is not limited to:

- final activity content
- evidence of how the CPD activity has been advertised
- assessment information and learner results
- learner evaluation information
- evidence of learner certificates.

# Supporting learners

## CPD certificates

To support learners with their Pharmacy Board CPD recording requirements or meeting eligibility requirements for funding opportunities, CPD providers must issue learners with evidence of successful completion for each CPD activity. This may be a certificate of completion, statement of attainment, or other mechanism. The following details must be included:

- learner's name
- CPD activity title
- CPD activity format or location (e.g. online module, event location)
- date of CPD activity
- date of CPD activity completion (if this is different from date of activity)
- number of CPD credits awarded and the Pharmacy Board group (e.g. Group 1, Group 2)
- CPD provider watermark or identifier
- PSA Accredited CPD activity logo, accreditation code and expiry date.

CPD Providers may consider additional information to support recording requirements for pharmacists individual learning plans including:

- learning outcomes
- *National Competency Standards Framework for Pharmacists (2016)* competencies addressed in activity (e.g. 2.1, 3.3)

# Supporting CPD Providers

## Appeals

The PSA is committed to providing an effective, efficient, timely, fair and confidential grievance handling process for all PSA Accredited CPD applications.

CPD activity providers have the right to appeal decisions relating to the:

- outcome of the accreditation assessment
- allocation of Pharmacy Board of Australia CPD credits and/or CPD activity type
- allocation of CPD activity accreditation expiry date
- revocation of accreditation status.

CPD activity providers must detail in writing any accreditation appeal or grievance, including a description of the appeal or grievance and the rationale for the appeal or grievance within 10 business days of the decision.

Send the appeal or grievance to:

**Head of Education and Training**

**Email:** [cpdaccreditation@psa.org.au](mailto:cpdaccreditation@psa.org.au)

The fee to lodge an appeal is \$300 (excl. GST), which is payable at the time of appeal. If the appeal is found in favour of the CPD provider, the fee will be refunded. However, if the appeal is upheld, the fee will not be refunded.

## Complaints

If CPD providers have concerns or are dissatisfied with any aspect of the PSA Accredited CPD process or their experience, they may submit a written complaint to [CPDaccreditation@psa.org.au](mailto:CPDaccreditation@psa.org.au)







## SECTION 2: Guidance

### 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 high-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 CPD providers. The indicators use the word 'must' to indicate what is mandatory, and 'could' to indicate recommended 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.

### Guidance

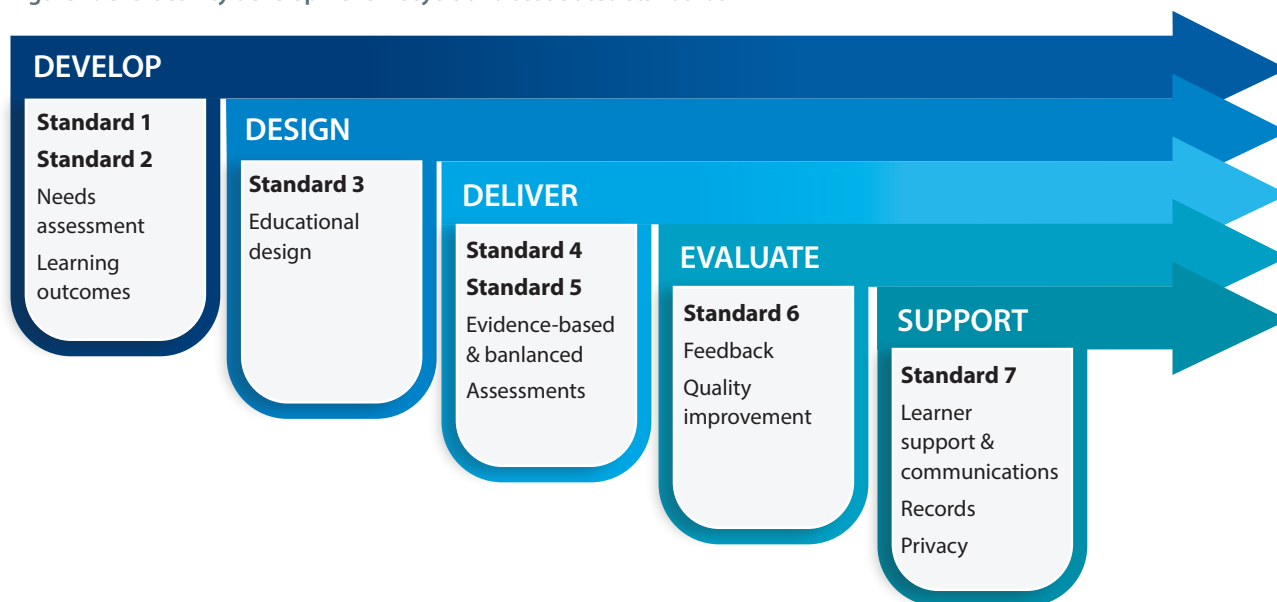
The PSA Accredited CPD Framework outlines the minimum requirements for PSA to assess applications for accreditation against the Standards.

The following information and resources are provided as general guidance to assist CPD providers to understand the requirements and the types of evidence that could be provided to demonstrate compliance with each criterion of the Standards.

### Structure of the guidance

The guidance is structured according to key areas that follow the lifecycle of an activity. This is intended to provide signposts in this document to assist providers in finding relevant information quickly. The key areas are:

Figure 4: CPD activity development lifecycle and associated standards



The table below outlines the format of how the guidance is presented.

Table 2: Guidance format presentation

Standard - A statement describing the outcomes that the activity is intended to meet.	
<b>Criterion</b>	The principle that must be met to be assessed as compliant with the Standards
<b>Indicators</b>	Describe what evidence or outcomes the provider should demonstrate in order to meet the criterion
<b>Guidance</b>	Outlines the intent or purpose of the criterion
<b>Evidence examples</b>	Examples of evidence that may be provided to support the application for accreditation
<b>Resources</b>	Resources to assist providers such as templates, examples, links to external resources

## Develop

### Standard 1

Standard 1: The CPD activity is based on learning needs relevant to pharmacy practice in Australia	
<b>Criterion 1.1:</b>	The CPD activity is relevant to contemporary pharmacy practice and is informed by a needs assessment process
<b>Indicators</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• method of needs assessment (e.g. survey, audits, training needs analysis)</li> <li>• involvement of pharmacists or subject matter experts in development of the activity</li> <li>• mapping to relevant education, competency or professional practice standards, frameworks or guidelines (e.g. National Competency Standards Framework for Pharmacists).</li> </ul>
<b>Guidance</b>	<p>A needs assessment process supports justification of the activity and assists providers to target the learning outcomes to the needs of prospective participants.</p> <p>Needs assessments are conducted using relevant evidence of current or emerging pharmacy practice gaps, technologies (e.g. artificial intelligence) professional practice and competency standards, and Pharmacy Board CPD Registration Standards. The evidence may be collected formally through surveys or research data, or informally through anecdotal scenarios and emerging trends in practice.</p> <p>Pharmacist involvement in the process, including review of the needs assessment, provides confirmation of the relevance to the current pharmacy practice environment</p>
<b>Evidence examples</b>	<ul style="list-style-type: none"> <li>• Method of needs assessment (e.g. surveys, audits, incident data, publications, competency standards, anecdotal scenarios)</li> <li>• Summary of needs assessment findings</li> <li>• Mapping to relevant competency, practice and/or clinical standards or frameworks</li> <li>• Description of the activity including how the needs assessment has informed the learning outcomes, the target audience and relevance to pharmacy practice.</li> </ul>
<b>Resources</b>	<p>Needs assessment template (Available at: <a href="https://www.psa.org.au/cpd/cpd-accreditation/">https://www.psa.org.au/cpd/cpd-accreditation/</a>)</p> <p>Links to relevant frameworks:</p> <p>National Competency Standards Framework for Pharmacists (2016)</p> <p>PSA Professional Practice Standards (2023)</p> <p>APC Standards for the Accreditation of Programs to Support Pharmacist Administration of Vaccines (2019)</p> <p>National Immunisation Education Framework for Health Professionals</p> <p>Aboriginal and Torres Strait Islander Health Curriculum Framework</p>

<b>Criterion 1.2:</b>	The CPD activity considers and supports the delivery of culturally safe healthcare for Aboriginal and Torres Strait Islander peoples
<b>Indicators</b>	<p>Evidence is provided on how the activity could support culturally safe practice, including:</p> <ul style="list-style-type: none"> <li>• the activity objectives and rationale for how cultural safety, and culturally safe practice could be embedded in the activity where relevant</li> <li>• the use of strengths-based language to discuss the impact on Aboriginal and/or Torres Strait Islander peoples relevant to the activity content</li> <li>• 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</li> <li>• how the learning environment has been considered to optimise cultural safety for Aboriginal and Torres Strait Islander participants.</li> </ul>
<b>Guidance</b>	<p>The National Scheme's Aboriginal and Torres Strait Islander Health and Cultural Safety Strategy 2020-2025 provides the following definition:</p> <p>'Cultural safety is determined by Aboriginal and Torres Strait Islander individuals, families and communities. Culturally safe practice is the ongoing critical reflection of health practitioner knowledge, skills, attitudes, practising behaviours and power differentials in delivering safe, accessible and responsive healthcare free of racism.' Consistent with the Strategy 2020-2025, it is expected that CPD activities allow critical reflection to improve clinical practice in relation to:</p> <ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander approaches to health</li> <li>• the continuing impact of colonisation, racism and bias on health outcomes on Aboriginal and Torres Strait Islander peoples</li> <li>• rights-based approaches to improving health outcomes of and access to health services.</li> </ul> <p>Information should be provided about how cultural safety and culturally safe practice is embedded within the CPD activity. Aboriginal and Torres Strait Islander persons should be directly involved in the development and/or delivery of the CPD activity wherever possible.</p>
<b>Evidence examples</b>	<ul style="list-style-type: none"> <li>• Description of the activity objectives and rationale for how cultural safety and culturally safe practice is embedded in the activity where relevant</li> <li>• Content and/or case studies codesigned or reviewed with Aboriginal and Torres Strait Islander peoples</li> <li>• Description of the involvement of Aboriginal and/or Torres Strait Islander peoples in the development, review or delivery of the activity</li> <li>• Mapping to competency standards or frameworks</li> </ul>
<b>Resources</b>	<p>Relevant links:</p> <ul style="list-style-type: none"> <li>• <a href="#">PSA Guidelines for pharmacists supporting Aboriginal and Torres Strait Islander peoples with medicines management</a></li> <li>• <a href="#">PSA National Competency Standards Framework for Pharmacists (2016)</a></li> <li>• <a href="#">Ahpra Aboriginal and Torres Strait Islander Health Safety Strategy</a></li> <li>• <a href="#">LIPPE – Leaders in Indigenous Pharmacy Profession Education</a> – resources for pharmacy educators that will assist in “embedding Indigenous knowledges, expertise and ‘ways of being’ into western style pharmacy education”.</li> </ul>



<b>Criterion 1.3:</b>	The CPD activity supports safe and socially accountable practice
<b>Indicators</b>	<p>Evidence is provided of how the activity promotes and supports safe and socially accountable practice, including:</p> <ul style="list-style-type: none"> <li>• inclusion of professional, legal and ethical considerations where relevant in the activity</li> <li>• the activity objectives and rationale for how socially accountable practice is embedded in the activity where relevant</li> <li>• the use of strengths-based, gender-neutral, inclusive language.</li> </ul>
<b>Guidance</b>	<p>Pharmacists are responsible for safe and quality delivery of healthcare services and must practice to accepted professional standards and within legislative frameworks.</p> <p>Social accountability in health professional education is the “obligation to direct education, research and service activities towards addressing the priority health concerns of the community, region and/or nation they have a mandate to serve”<sup>1</sup></p> <p>Embedding safe and socially accountable elements, including cultural awareness, diversity and inclusion, and priority or underserved populations within the CPD activity promotes the importance of these universal competencies and their transfer to practice.</p> <p>Information should be provided about how legal, professional and ethical practice are considered and embedded within activities where relevant.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>• Strengths-based language</li> <li>• Gender-neutral, inclusive communication</li> <li>• Strategies for improving health outcomes for priority or underserved populations.</li> </ul>
<b>Evidence examples</b>	<ul style="list-style-type: none"> <li>• Description of the activity objectives and rationale for how socially accountable practice is embedded in the activity where relevant</li> <li>• Relevant learning outcomes, mapped to competency standards or frameworks</li> <li>• Description of learning activities or content where legal, professional and ethical practice are addressed</li> </ul>
<b>Resources</b>	<p>Relevant links:</p> <ul style="list-style-type: none"> <li>• <a href="#">PSA Regulation Hub</a></li> <li>• <a href="#">National Competency Standards Framework for Pharmacists (2016)</a></li> <li>• <a href="#">PSA Professional Practice Standards (2023)</a></li> <li>• <a href="#">PSA Code of Ethics</a></li> <li>• <a href="#">THEnet – Training for Health Equity Network</a> – resources for health educators</li> </ul>

## Standard 2

### Standard 2: The CPD activity learning outcomes are informed by the needs assessment

<b>Criterion 2.1:</b>	Learning outcomes are informed by the needs assessment
<b>Indicators</b>	<p>Evidence is provided of how the learning outcomes align with the needs assessment and are relevant to pharmacy practice, including:</p> <ul style="list-style-type: none"> <li>• explanation of objectives of the activity based on the findings of the needs assessment</li> <li>• mapping of learning outcomes to relevant competency frameworks.</li> </ul>
<b>Guidance</b>	<p>Learning outcomes should be developed to meet the activity objectives identified through the needs assessment process.</p> <p>They should be relevant to pharmacy practice and clearly describe the knowledge and skills that the activity aims to address.</p>
<b>Evidence examples</b>	<ul style="list-style-type: none"> <li>• Activity objectives/outline</li> <li>• Learning outcomes</li> <li>• Mapping to competency standards or frameworks</li> </ul>
<b>Resources</b>	

<b>Criterion 2.2:</b>	Learning outcomes describe the knowledge and skills that learners are expected to achieve on completion of the activity
<b>Indicators</b>	<p>Evidence of learning outcomes that describe what a learner should be able to do at the completion of the activity, including:</p> <ul style="list-style-type: none"> <li>• learning outcomes must be SMART (specific, measurable, achievable, relevant and time-bound).</li> </ul>
<b>Guidance</b>	<p>Learning outcomes describe what a learner should be able to do at the completion of an activity. Learning outcomes must be SMART:</p> <ul style="list-style-type: none"> <li>• Specific – clear and easy to understand</li> <li>• Measurable – able to be objectively assessed</li> <li>• Achievable – able to be achieved considering learner’s current level of knowledge and skills, activity design, and resources provided</li> <li>• Relevant – directly linked to the needs assessment and relevant to pharmacy practice</li> <li>• Time-bound – able to be achieved within the duration of the activity</li> </ul> <p>Vague verbs (i.e., understand, know, learn about, grasp, be aware of, appreciate) are best avoided as they are difficult to measure if they have been achieved.</p>
<b>Evidence examples</b>	<ul style="list-style-type: none"> <li>• Learning outcomes</li> </ul>
<b>Resources</b>	<p>Resources to assist writing SMART learning outcomes</p> <p><a href="https://app.secure.griffith.edu.au/exlnt/entry/8408/view">https://app.secure.griffith.edu.au/exlnt/entry/8408/view</a> - overview of Blooms taxonomy</p> <p>Blooms cognitive taxonomy – example verbs</p>

# Design

## Standard 3

### Standard 3: The CPD activity is designed to achieve the learning outcomes using contemporary educational practice

<b>Criterion 3.1:</b>	The CPD activity is designed to support learners to achieve the learning outcomes
<b>Indicators</b>	<p>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:</p> <ul style="list-style-type: none"><li>• mapping of content and/or learning activities to learning outcomes</li><li>• 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</li><li>• instructional materials or resources used to deliver content</li><li>• description of the activity format (e.g. online module, case discussion, practical skills training)</li><li>• explanation of the delivery and assessment methods used in the activity and how they support achievement of the learning outcomes.</li></ul>
<b>Guidance</b>	<p>The design of the activity, including learning methods and assessment tools, should support learners to achieve and demonstrate new knowledge, skills and competencies consistent with the learning outcomes. For example, learning outcomes that require demonstration of communication techniques may necessitate a simulation activity such as role playing either face to face or virtually.</p> <p>The content should be covered in sufficient detail and level of complexity appropriate to the intended audience, stakeholder expectations and respecting adult learning principles.</p>
<b>Evidence examples</b>	<ul style="list-style-type: none"><li>• Rationale for format (e.g. workshop, online module)</li><li>• Activity outline including duration of learning activities</li><li>• Mapping of content and/or activities to learning outcomes</li></ul>
<b>Resources</b>	



<b>Criterion 3.2</b>	The CPD activity design is consistent with contemporary educational practice
<b>Indicators</b>	<p>Evidence is provided to demonstrate how the activity design supports adult learning principles and incorporates contemporary educational methods and/or technologies, including:</p> <ul style="list-style-type: none"> <li>• description of the instructional design of the activity</li> <li>• explanation of how the delivery method encourages interaction, reflection and application of learning into practice</li> </ul>
<b>Guidance</b>	<p>Adult learning principles, or 'Andragogy', outline key assumptions about how adults generally learn. They are<sup>2</sup>:</p> <ol style="list-style-type: none"> <li>1. Self-directed learning</li> <li>2. Relevance &amp; Goal Orientated</li> <li>3. Experiential Learning</li> <li>4. Readiness to Learn</li> <li>5. Problem Solving Orientated</li> </ol> <p>Activities should encourage interaction, reflection and application of learning into practice.</p> <p>A variety of delivery formats or learning tools can be used to engage learners and support adult learning principles.</p> <p>These could include:</p> <ul style="list-style-type: none"> <li>• Online modules</li> <li>• Webinars</li> <li>• Panel discussions</li> <li>• Role-plays</li> <li>• Problem-based learning</li> <li>• Practical skills training</li> <li>• Case discussions</li> <li>• Artificial intelligence (AI) or virtual reality (VR) simulations</li> <li>• Group or individual learning tasks</li> <li>• Reflective activities</li> </ul>
<b>Evidence examples</b>	<ul style="list-style-type: none"> <li>• Activity outline including description of learning activities and tools</li> <li>• Instructional material or formats</li> </ul>
<b>Resources</b>	<a href="#">5 Key Principles of Knowles Adult Learning Theory Andragogy<sup>2</sup></a>

# Deliver

## Standard 4

Standard 4: The CPD activity is evidence-based and non-promotional	
<b>Criterion 4.1:</b>	The CPD activity content is contemporary, relevant, and evidence-based
<b>Indicators</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• involvement in the development and/or delivery of content by relevant pharmacists or subject matter experts</li> <li>• references used and how these are made available to learners</li> <li>• explanations of any limitations of evidence and how or where this is conveyed to learners.</li> </ul>
<b>Guidance</b>	<p>Activity content should be developed by appropriately qualified individuals in the subject area. If this is not a pharmacist, then a pharmacist should be consulted during development to confirm that the content is relevant to pharmacy practice.</p> <p>Educational activities should be supported by robust evidence from reputable sources. Evidence should demonstrate a balanced representation of current knowledge and perspectives. Any limitations of the evidence should be noted.</p> <p>References should be provided in a consistent and standard format (e.g. Vancouver) and follow any reference requirements of the provider delivering the activity (e.g. journal, style guides)</p>
<b>Evidence examples</b>	<ul style="list-style-type: none"> <li>• CVs/Biographies of SMEs/content authors</li> <li>• Reference list</li> <li>• Statement on limitations of evidence (if any)</li> <li>• Samples of activity content</li> </ul>
<b>Resources</b>	

<b>Criterion 4.2</b>	The CPD activity content is balanced, objective and not biased by sponsorship or commercial interests
<b>Indicators</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• description of how the activity reflects the body of evidence and does not mislead learners by omission, distortion or emphasis</li> <li>• activity content does not contain promotional material</li> <li>• declaration of sponsorship arrangements and how these are disclosed to learners</li> <li>• declaration of conflicts of interest from authors/presenters and how these are disclosed to learners</li> <li>• 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.</li> </ul>
<b>Guidance</b>	<p>Activities must not be subject to undue influence from commercial interests and must be presented in a balanced and objective manner.</p> <p>Pharmacy Board of Australia CPD Guidelines (2015) state that <i>“Activities which are susceptible to commercial bias, such as sponsor-driven product detailing to pharmacists, are unlikely to be of sufficient quality to contribute towards meeting the requirements of the CPD registration standard”</i>.</p> <p>An activity about a specific medicine or product may be considered suitable for accreditation if the content is balanced and free from actual or perceived commercial bias. It should provide context about the product’s place in therapy such as an overview of the health condition, available treatment options, and the risk and benefits of use. Content that only addresses the benefits of a product and not its limitations, adverse events or risks will generally not meet this criterion.</p>
<b>Evidence examples</b>	<ul style="list-style-type: none"> <li>• Declaration of sponsorship arrangements</li> <li>• COI disclosures</li> <li>• Explanation of how learners will be advised of any sponsorship arrangements and conflicts of interest</li> <li>• Activity content</li> </ul>
<b>Resources</b>	Presenter/author conflict of interest form can be downloaded at: <a href="http://www.psa.org.au/cpd/cpd-accreditation/">www.psa.org.au/cpd/cpd-accreditation/</a>



<b>Criterion 4.3</b>	Individuals involved in the development and delivery of the CPD activity declare all conflicts of interest
<b>Indicators</b>	<p>Evidence is provided of how conflicts of interest are disclosed to learners including:</p> <ul style="list-style-type: none"> <li>• processes for ensuring the declaration of conflicts of interest by individuals involved in the development and delivery of the activity</li> <li>• 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.</li> </ul>
<b>Guidance</b>	<p>Conflict(s) of interest must be declared to ensure learners can consider actual or perceived conflicts in the content or delivery of the activity.</p> <p>Presenters or authors should ensure that any personal opinions or experience statements are declared.</p>
<b>Evidence examples</b>	<ul style="list-style-type: none"> <li>• COI declarations</li> <li>• Description of how and when conflicts of interest (actual or perceived) will be declared to learners</li> <li>• Speaker notes/presentation slides with COIs disclosed</li> </ul>
<b>Resources</b>	Presenter/author conflict of interest form can be downloaded at: <a href="http://www.psa.org.au/cpd/cpd-accreditation/">www.psa.org.au/cpd/cpd-accreditation/</a>

## Standard 5

### Standard 5: The CPD activity includes assessment methods to measure achievement of learning outcomes

<b>Criterion 5.1:</b>	Assessment methods are valid, reliable and fair
<b>Indicators</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• rationale for role and choice of formal or informal assessment method that effectively measures the learning outcomes</li> <li>• inclusion of assessment tools that assess learners' skills and competence in real world settings (e.g. simulation, role plays) where relevant to the activity and learning outcomes</li> <li>• explanation of how learners and assessors are informed of the criteria for assessment.</li> </ul>
<b>Guidance</b>	<p>Where the activity includes an assessment component, the chosen assessment method(s) provides a mechanism for learners to demonstrate achievement of all learning outcomes. Assessments methods should be valid, reliable and able to be consistently applied. Learners and assessors should be provided with clear criteria for assessment prior to commencement.</p> <p>The use of authentic assessments to assess learners' skills and competence in real world settings (e.g. simulation, role plays, workplace-based assessments) is encouraged.</p> <p>Some activities, such as journal articles or presentations that are suitable as Group 1 CPD activity, should have a method for learners to self-assess whether they have achieved the learning outcomes. This could be questions in an activity evaluation form or self-reflection tool or activity.</p>
<b>Evidence examples</b>	<ul style="list-style-type: none"> <li>• Description of the assessment method and rationale for inclusion in the activity</li> <li>• Assessment tools, including questions or activity</li> <li>• Mapping of assessment tools to learning outcomes</li> <li>• Assessment criteria, marking rubrics</li> </ul>
<b>Resources</b>	

<b>Criterion 5.2</b>	Reflective activities are available for learners to reflect on the impact of the learning activity on their practice and/or patient outcomes
<b>Indicators</b>	<p>Evidence is provided of mechanisms to encourage learners to reflect on the impact of the learning on their practice or patient outcomes including:</p> <ul style="list-style-type: none"> <li>• inclusion of pre-activity or post-activity reflective tools that allow learners to self-reflect on achievement of the learning outcomes</li> <li>• consideration of inclusion of reflective activities and/or tools within relevant activities that measure and record the impact of learning on practice or patient outcomes.</li> </ul>
<b>Guidance</b>	<p>The Pharmacy Board CPD Registration Standard includes reflection as a key element. Their CPD Guidelines encourage pharmacists to reflect on their current practice gaps and identify and undertake CPD activities that address these.</p> <p>Tools to assist pharmacists in their pre-and post-activity self-reflection would encourage recording of the achievement of learning outcomes and meeting professional development goals.</p> <p>Reflective activities may assist in measuring and evaluating the CPD activity and its impact on practice or patient outcomes.</p>
<b>Evidence examples</b>	<ul style="list-style-type: none"> <li>• Examples of reflective activities or tools</li> <li>• Content or learning activities that encourage self-reflection, 'take-home' messages, or implementation plans</li> </ul>
<b>Resources</b>	

# Evaluate

## Standard 6

### Standard 6: The CPD activity is evaluated for its quality and relevance to practice

<b>Criterion 6.1:</b>	Learners are given the opportunity to evaluate the activity for its quality and relevance to practice
<b>Indicators</b>	<p>Evidence is provided to demonstrate a process for evaluation of the activity based on learner feedback including:</p> <ul style="list-style-type: none"> <li>• evaluation method</li> <li>• 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</li> </ul>
<b>Guidance</b>	<p>Learners are encouraged to provide feedback on indicators of the quality of various aspects of the CPD activity including, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>• relevance to practice</li> <li>• achievement of learning outcomes</li> <li>• learning activities and/or content</li> <li>• instructional materials</li> <li>• presenter/author</li> <li>• assessment methods.</li> </ul>
<b>Evidence examples</b>	<ul style="list-style-type: none"> <li>• Evaluation form</li> </ul>
<b>Resources</b>	A template evaluation form can be downloaded at: <a href="http://www.psa.org.au/education/about-cpd/accreditation">www.psa.org.au/education/about-cpd/accreditation</a>

<b>Criterion 6.2:</b>	The CPD activity evaluations are analysed to review and improve the activity
<b>Indicators</b>	<p>Evidence is provided of a process for continuous quality improvement including:</p> <ul style="list-style-type: none"> <li>• how learner feedback and evaluation data is used to review the activity</li> <li>• how the outcomes of the review inform current and future CPD activities.</li> </ul>
<b>Guidance</b>	<p>Learner evaluations are used to make timely improvements to delivery of the activity.</p> <p>Periodic review of content, design, delivery of the CPD activity, and other components, should be planned and conducted at a reasonable time period relative to the rate of change in the area of practice, new evidence, or when significant findings arise from learner evaluations.</p> <p>Where substantial changes are made to an activity, the CPD provider must advise PSA. The activity may be required to undergo a minor review, or a reaccreditation assessment.</p>
<b>Evidence examples</b>	<ul style="list-style-type: none"> <li>• Policy/procedure for managing and responding to learner evaluations or feedback</li> <li>• Plan/schedule for activity review and rationale for the plan.</li> </ul>
<b>Resources</b>	



# Support

## Standard 7

### Standard 7: The CPD provider is responsive to the needs of the learner and maintains appropriate records

<b>Criterion 7.1:</b>	The CPD provider communicates effectively with learners
<b>Indicators</b>	<p>Evidence is provided of the mechanism for learners to communicate about aspects of the activity prior to or following delivery including:</p> <ul style="list-style-type: none"> <li>• contact details for enquiries</li> <li>• processes to manage feedback or complaints.</li> </ul>
<b>Guidance</b>	The CPD provider is responsive to the needs of learners including having a mechanism for communication about activity details, enrolment, feedback or records.
<b>Evidence examples</b>	<ul style="list-style-type: none"> <li>• Advertising material/website with contact details</li> </ul>
<b>Resources</b>	

<b>Criterion 7.2:</b>	The CPD provider assists learners to meet their CPD recording requirements
<b>Indicators</b>	<p>Evidence is provided of information provided to learners that supports the identification of relevant CPD activities suitable for their individual learning needs, including:</p> <ul style="list-style-type: none"> <li>• CPD activity details that will be made available to learners prior to the activity</li> <li>• where this information will be made available</li> <li>• 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.</li> </ul>
<b>Guidance</b>	<p>Activity details relevant to the Pharmacy Board of Australia CPD Registration Standards should be available to assist learners in selecting appropriate activities and recording the required information to meet their CPD reporting obligations.</p> <p>These include, and are not limited to:</p> <ul style="list-style-type: none"> <li>• Description of the activity</li> <li>• Learning outcomes</li> <li>• Relevant competency standards</li> <li>• Activity duration</li> <li>• Accreditation number/status</li> <li>• Pharmacy Board CPD credits/hours</li> </ul>
<b>Evidence examples</b>	<ul style="list-style-type: none"> <li>• Advertising material</li> <li>• Instructional material</li> <li>• Certificate of completion/statement of attainment/statement of attendance</li> </ul>
<b>Resources</b>	

<b>Criterion 7.3</b>	The CPD provider protects learner data and privacy
<b>Indicators</b>	<p>Evidence is provided of mechanisms to protect learners' privacy and any data collected as part of the delivery of the CPD activity including:</p> <ul style="list-style-type: none"> <li>• privacy and confidentiality policies</li> <li>• description of record management system that ensures learner data is stored securely and in compliance with relevant legislation and guidelines.</li> </ul>
<b>Guidance</b>	<p>The CPD provider should have a secure mechanism for recording learner registration, attendance and completion of CPD activity that complies with relevant legislation and guidelines.</p> <p>Privacy and confidentiality of learner records, including personal details and assessment results, should be maintained.</p>
<b>Evidence examples</b>	<ul style="list-style-type: none"> <li>• Description of system for record management</li> <li>• Privacy and confidentiality policies</li> </ul>
<b>Resources</b>	

# Glossary

Term (Abbreviation)	Definition
Accreditation	The assessment process PSA conducts for a CPD activity against the <i>PSA Standards for CPD for Pharmacists</i> (the Standards)
Accreditation assessor	A pharmacist engaged by PSA to assess a CPD activity against the Standards to reach an outcome decision.
Activity design	The overall framework of a CPD activity that supports learning experiences. This includes decisions about content, structure, pedagogical strategies, sequence of learning and assessment that best facilitate the achievement of learning outcomes.
Continuing Professional Development (CPD)	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. <sup>3</sup>
CPD Provider	Education providers (organisations or individuals) developing and delivering CPD activities for pharmacists.
Criteria	The principle that must be met to be assessed as compliant with the Standards
Cultural safety	<p>The National Scheme's Aboriginal and Torres Strait Islander Health and Cultural Safety Strategy 2020- 2025 provides the following definition<sup>4</sup>:</p> <p><b>'Cultural safety</b> is determined by Aboriginal and Torres Strait Islander individuals, families and communities.</p> <p><b>Culturally safe practice</b> is the ongoing critical reflection of health practitioner knowledge, skills, attitudes, practising behaviours and power differentials in delivering safe, accessible and responsive healthcare free of racism.' Consistent with the Strategy 2020-2025, it is expected that CPD activities allow critical reflection to improve clinical practice in relation to:</p> <ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander approaches to health</li> <li>• the continuing impact of colonisation, racism and bias on health outcomes on Aboriginal and Torres Strait Islander peoples</li> <li>• rights-based approaches to improving health outcomes of and access to health services.</li> </ul>
Indicators	Describe what evidence or outcomes the CPD provider should provide or demonstrate in order to meet the criterion.
Learning outcome	What the learner will know or be able to do at the end of a CPD activity. The learning outcomes should be informed by the needs assessment.
Needs assessment	<p>An information gathering process to determine whether a CPD activity is required including the identification of the knowledge, skills or practice gaps that the CPD activity intends to address.</p> <p>A needs assessment summarises current and evidence-based data or information about the educational needs of pharmacists to guide the development of a CPD activity as relevant to pharmacy practice.</p>
Outcomes-based standards	Outcomes-based standards focus on the outcome to be achieved rather than how it is achieved.
Promotional material	Resources used to market, advertise, or promote a product, service, or brand (e.g. product images, company logos or branding, product samples, brochures, webpages, email campaigns).
Social accountability	In the context of health education, social accountability means a willingness and ability to adjust to the needs of patients and health systems nationally and globally. Education providers may operationalise social accountability by developing community-engaged and advocacy-focused education through research and improvement. Pharmacists may demonstrate social accountability by contributing to the ongoing improvement of individual and societal health outcomes by addressing healthcare needs of individuals and the wider society. <sup>5,6,7</sup>

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