



PHARMACEUTICAL SOCIETY
of New Zealand Incorporated

PSNZ STANDARDS FOR ACCREDITATION OF CONTINUING EDUCATION (CE) ACTIVITIES

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PHARMACEUTICAL SOCIETY
of New Zealand Incorporated

PSNZ
EDUCATION
Professional Development & Training

A graphic logo for PSNZ Education, consisting of five interlocking hexagons in shades of blue and grey.

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NEW ZEALAND
PHARMACISTS FOR
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PHARMACISTS

A large green hexagonal logo composed of three interlocking triangles.

Accreditation Standards for Continuing Education (CE) Activities

Effective from January 2023

These Standards must be read in conjunction with the PSNZ Policy for Accreditation of CE Activities by External Providers

Introduction

NZ Pharmacists have both an ethical and mandated responsibility to undertake CPD to be lifelong learners, develop their knowledge, skills, attitudes and behaviours and to maintain their professional competence throughout their careers. This requirement is described in Principle Six of the Code of Ethics¹ that pharmacists “*demonstrate a commitment to continual professional and personal development to enhance pharmacy practice*” and Competence Standard M1.1.5² “*commit to continuing professional development and lifelong learning*”.



CPD is an ongoing, cyclical process of continuous quality improvement involving reflection (including self-assessment), planning, learning, evaluation, and documentation of a pharmacist's development.

Pharmacists should actively manage this process by:

- undertaking a regular structured review of their practice
- developing a learning plan in conjunction with their learning partner
- completing relevant learning activities to meet the goals of this plan,
- implementing their new or updated knowledge, skills, attitudes and behaviours in practice
- evaluating the outcomes and impact of learning

Continuing Education is intended to assist pharmacists to maintain their professional competency, therefore learning must be relevant to the pharmacist's scope of practice. The particular competencies required by any pharmacist will depend on their area of practice within their scope, their professional role and the services they provide.

To be accredited, a CPD activity must demonstrate that it satisfies all the Society's CE Accreditation Standards. The application process and forms have been designed in such a way that providers will be able to respond to questions and provide evidence that will enable thorough review and assessment of each activity.

¹ Code of Ethics 2018, Pharmacy Council of NZ, available from <https://pharmacycouncil.org.nz/pharmacist/ethical-and-professional/>

² Domain M1: Professionalism in Pharmacy, Competence Standards for the Pharmacy Profession 2015, Pharmacy Council of NZ, available from <https://pharmacycouncil.org.nz/pharmacist/competence-standards/>

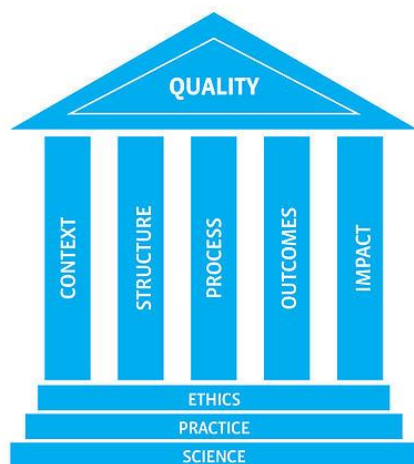
Quality Criteria and Indicators for CE

Accreditation for CE activities:

- enhances the quality of continuing pharmacy education
- provides pharmacists with a reliable basis to select quality activities
- promotes the provision of appropriate, high quality continuing education to support improved evidence based pharmacy practice

It is essential that any accredited learning activity provides educational quality and relevance to professional pharmacy practice. Internationally recognised quality indicators: The Pillars and Foundations of Quality (FIP 2014)³ form the foundation of the CPD Accreditation Standards for pharmacy continuing education in New Zealand and allow ongoing competence development for individual pharmacists.

The three foundations underpin the development of any learning activity or programme:



From Quality Assurance of Pharmacy Education: The FIP Global Framework' 2nd ed 2014 page 14

Science (knowledge)

The educational content of any activity has a science base, is evidence-based and source-referenced, the authors and presenters are suitably qualified and experienced, and additional materials and resources provided to enhance understanding and application of the educational material in practice

Practice (skills and experience)

The activity is useful, relevant to and appropriate for the learner's current and future practice and reinforces application of the learning in practice using e.g. case studies and/or workshops and interactive educational activities e.g. active learning strategies and exercises that promote "real life" problem solving and critical thinking. All presenters have current experience in the topic area of the activity.

Ethics (attitudes, behaviours and values)

The activity should include the principles of professional ethics and autonomy that guide pharmacists in decisions about patient care and the responsible use of medicines, and allow them to re-examine their motives, values and attitudes underlying behaviours, thus fostering a commitment to change and growth in professionalism.

This ensures that the activity addresses all the characteristics of competence - knowledge, skills, attitudes, behaviours and values. It is expected that any accredited activity has a strong knowledge base.

The development of the content and delivery of the learning activity must then be supported by the pillars (*Context, Structure, Process, Outcomes, and Impact*) which provide a framework for quality evaluation.

³ Quality Assurance of Pharmacy Education: The FIP Global Framework' 2nd ed 2014 available from www.fip.org/publications > Reports/ Reference papers

Purpose

The Pharmaceutical Society of NZ Inc. (the Society) encourages the development and delivery of innovative continuing education opportunities that promote the development of the pharmacy profession. Accreditation of any learning activity or programme will ensure that it meets the PSNZ Accreditation Standards and provides assurance to pharmacists that the activity has been reviewed and evaluated for educational quality and relevance to professional New Zealand pharmacy practice using internationally recognised quality indicators⁴ and that core quality elements in the design and delivery of the activity are established and being maintained.

The Society has developed Accreditation Standards that provide a validated structure against which CE activities are evaluated and accredited. To be accredited, a learning activity must demonstrate that it satisfies all of the Accreditation Standards. The application and supporting evidence must demonstrate how the activity meets each of these Standards.

The Standards are intended to assist providers in the planning and submission of an accreditation application. Providers must understand and adhere to the Standards as well as understand their accountability for the quality of the continuing pharmacy education activity(ies) they deliver.

Scope

The Accreditation Standards apply to the development, content, delivery and administration of all learning activities that have an assessment component (Group 2) accredited by the Pharmaceutical Society of NZ Inc.

CE can be either accredited or non-accredited. The Pharmacy Council of NZ currently does not require that a pharmacist's learning, or any part of it, is accredited, and PSNZ Education, Professional Development and Training makes no implication about the quality of any non-accredited programme.

However, when non-accredited activities are undertaken, it is the responsibility of the individual pharmacist to assess potential activities for suitability and relevance to their professional role and the services they provide and to determine whether their learning needs or goals will be addressed by undertaking these activities.

The definitions of Group 1 and 2 learning do not distinguish between accredited and non-accredited learning.

Adherence to Standards

Providers are encouraged to familiarise themselves with the Accreditation Standards to ensure they meet the requirements for accreditation and retain evidence on file. They are responsible for ensuring that they continue to adhere to the Accreditation Standards for their learning activities.

The accredited activity must be delivered in accordance with the application as approved. Changes in an accredited activity that result in failure to meet the Society's requirements and policies outlined in the Policy, Guidelines and Standards may result in loss of accreditation for the activity.

⁴ Quality Assurance of Pharmacy Education: The FIP Global Framework' 2nd ed2014 available from www.fip.org/publications > Reports/Reference papers



Standard 1

Quality Criterion: **CONTEXT**

All accredited learning activities are relevant to professional pharmacy practice in New Zealand and reflect current international and national best practice and guidelines.

CONTEXT is the environment in which education is provided, and addresses the social accountability of learning and active professional citizenship* of the individual pharmacist by reflecting that:

- Pharmacists' learning is relevant, of high quality and results in benefit to patients,
- Pharmacists need to see the relevance of CPD to their everyday practice to engage in effective learning,
- The barriers for pharmacists engaging in CPD are identified and addressed, and
- Pharmacists meet the recertification requirements by engaging in effective outcomes focussed learning and not by aiming for the minimum requirements.

Considering **CONTEXT** when developing any learning activity ensures relevance of the activity by creating a relationship between the learning needs of the pharmacist and the environment within which they practise. It enables pharmacists to see the relevance of the activity to their everyday practice and therefore to participate in effective learning.

It allows the provider to shape the appropriate **STRUCTURE** and **PROCESS** for the activity enabling **OUTCOMES** and **IMPACT** for both the pharmacist's individual practice and the wider environment of their work.

*Tūrangawaewae – Active Citizenship and Professional Capital: Farrelly T & Johnstone E, LLLP 2014

Elements for Standard 1

<p>1.1</p>	<p>The activity must have an educational relevance for pharmacists in New Zealand and local, national and professional needs and priorities should be taken into account.</p> <ul style="list-style-type: none"> ▪ <i>Justification for conducting the educational activity must be stated</i> ▪ <i>The educational relevance of the activity to professional pharmacy practice in NZ must be described</i>
<p>1.2</p>	<p>An appropriate development process must underpin the activity that demonstrates that the learning objectives, activity content and design of the activity are appropriate and relevant to the learning, practice needs and professional goals of pharmacists in New Zealand practice</p> <ul style="list-style-type: none"> ▪ <i>The NZ Competence Standards for the Pharmacy Profession⁵ must be considered in the appropriate development of content and materials.</i> ▪ <i>Learning objectives must be mapped to at least the Competency level</i>
<p>1.3</p>	<p>Current knowledge and accepted national and international best practice must be considered and influence the development of the content.</p> <ul style="list-style-type: none"> ▪ <i>The proposed content of the activity must be based on critical evaluation of relevant literature and/or practice-based professional evidence and will be benchmarked against this.</i> ▪ <i>References must be included in the activity content. These must be current (in general, less than 5 years old), relevant, credible and correctly referenced.</i> ▪ <i>The activity must provide objective, accurate and balanced information of the evidence about the activity subject that is consistent with current accepted best practice.</i> ▪ <i>The activity must not promote theories, techniques or products that are not supported by scientific evidence or generally accepted by the pharmacy profession.</i>

⁵ Competence Standards for the Pharmacy Profession 2015, Pharmacy Council of NZ, from <https://pharmacycouncil.org.nz/pharmacist/competence-standards/>

Standard 2

Quality Criterion: **STRUCTURE**

All accredited learning activities have an underpinning and appropriate design structure that:

- uses generally accepted adult education principles
- is of an appropriate educational or practical standard directly related to the professional practice of pharmacy
- contains content consistent with the stated learning objectives directly related to the professional practice of pharmacy
- is developed and delivered by competent authors and presenters
- is independent of commercial interest and has unbiased content and delivery

Establishing the right **STRUCTURE** is essential to the development, delivery, sustainability, growth and quality improvement of an educational activity.

STRUCTURE collectively represents the effective management processes and resources required to support and facilitate the design and delivery of the activity, in the appropriate **CONTEXT**.

Elements for Standard 2

<p>2.1</p>	<p>The design and delivery of the activity must be consistent with generally accepted adult education principles. *</p> <ul style="list-style-type: none"> ▪ <i>Active and/or interactive learning activities using problem solving and critical thinking strategies that engage participants in ways that challenge them, assist them to integrate the learning into practice and therefore enable relevance to professional practice should be included as part of the learning activity design.</i> ▪ <i>Face to face activities must allow time for interaction and/or active involvement of participants</i> ▪ <i>Methods used to deliver the programme should accommodate diverse learner categories, including different learning styles and preferences, practice backgrounds and varying levels of knowledge, skills and work experience.</i> ▪ <i>The provider should indicate why the learning and delivery methods were chosen and how they enable participants to achieve the expected outcomes.</i> <p>* The six characteristics of adult learners are: adults are internally motivated and self-directed; have accumulated a foundation of life experiences and knowledge; are goal and relevancy oriented; are practical; and need to be shown respect. (Knowles 1970)</p>
<p>2.2</p>	<p>The activity must have clearly stated, concise learning objectives that specify the learning outcomes expected to be achieved by participation in the activity.</p> <ul style="list-style-type: none"> ▪ <i>Each activity must clearly state specific learning objectives that define what a participant should know or be able to do after completing the activity. They should (1) focus on the learner, and (2) contain action verbs that describe measurable behaviours.</i> ▪ <i>The learning objectives must be in accordance with the PSNZ “Learning Objective Guidelines (SMART; ABCD)”.</i>⁶ ▪ <i>The learning objectives must be appropriate (level of education, scope of practice) for the intended audience and the content of the activity.</i> ▪ <i>The activity design, content, assessment and delivery are informed by and consistent with the stated learning objectives and effectively enable the participant’s successful achievement of those objectives.</i> ▪ <i>The learning objectives should be clearly presented in all programme and promotional material.</i>
<p>2.3</p>	<p>The content⁷ of the activity must be of an appropriate educational or practical standard directly related to the professional practice of pharmacy.</p> <ul style="list-style-type: none"> ▪ <i>The content of the activity should be developed with reference to both the learning objectives and anticipated outcomes</i> ▪ <i>All provided learning resources should enable an enhanced understanding of the topic and application to individual practice. They must be current, of an appropriate educational standard, referenced and dated.</i> ▪ <i>The provision of additional guidelines and resources for further learning in the subject area is highly desirable.</i>

⁶ Learning Objectives Guidelines published by PSNZ - available from www.psnz.org.nz >Education > Accreditation for Educational Activities

⁷ A copy of any educational material used in the activity will form part of the application and should demonstrate how the activity meets the stated learning objectives and indicated outcomes.



Elements for Standard 2 continued

2.4	<p>Pharmacists and/or other subject experts⁸ who are qualified and have suitable practical or academic experience in the topic(s) presented must be significantly involved in all stages of the development, delivery and assessment of the activity.</p> <ul style="list-style-type: none">▪ <i>Anyone involved in activity development, delivery or assessment must be able to demonstrate they are suitably qualified/or experienced in the activity topic. Indicators of expertise may include (but not limited to) the submission of key relevant experience including academic qualifications, credentials and description of relevant current roles/responsibilities.</i>▪ <i>The role and contribution of the pharmacist and/or subject expert in the development of the CPD activity must be clearly described in the accreditation application</i>▪ <i>a biography or Curriculum Vitae (CV) of the pharmacist and/or subject expert must be provided as documented evidence of this criterion in the accreditation application, regardless of the reputation of the person(s) or prior knowledge of them by PSNZ.</i>
2.5	<p>All activities must be independent of commercial interest⁹. The provider must ensure there are no conflicts of interest, or conflicts of interest are appropriately managed.</p> <ul style="list-style-type: none">▪ <i>The activity must be free of any commercial bias, and must not promote a particular product, service, perspective, or organisation. Full disclosure of anything (connections, affiliations, interests, sponsorship) that may contribute to a perception of bias must be made with the accreditation application</i>▪ <i>Anyone involved in development (author, presenter, expert reviewers), must disclose any conflicts of interest whether actual or perceived to both the Society and intending participants¹⁰.</i>▪ <i>The presentation of the content, educational methods and evaluation of the activity must be independent of any influence from a commercial interest.</i>▪ <i>A commercial interest cannot require any provider to accept advice or services (including authors, facilitators, content (delivery, assessment, evaluation) as a condition of sponsorship or support.</i>▪ <i>Information from any source may be used in the development of the activity but the provider must ensure that:</i><ul style="list-style-type: none">* <i>the selection of all content, including the determination of learning objectives, is independent of any commercial influence or sponsorship</i>* <i>all content (and any application of the content) is evidenced based, critically appraised, valid, reliable and appropriate to the activity</i>* <i>a statement is included that describes the accuracy and value of the materials being used, the basis of that statement and any limitations of information provided (e.g. presenters using their own experiences to discuss a topic)</i>

⁸ The type of expertise required for any activity is dependent on the proposed activity – if this is not a pharmacist, then the provider should ensure that the overall activity remains relevant to NZ pharmacy practice.

⁹ A *commercial interest* is any entity producing, marketing, re-selling, or distributing health care goods or services consumed by, or used on, patients. It is not considered that providers of a clinical service directly to patients to be commercial interests - unless the provider of clinical service is owned, or controlled by, a commercial interest. [Accreditation Council for Continuing Education \(ACCME\)](#) accessed April 2019

¹⁰ The declaration of conflict of interests must be made available to all participants either in the promotional material or obviously within the activity materials themselves

Standard 3

Quality Criterion: **PROCESS**

All accredited learning activities provide evidence based content in an objective and balanced manner with appropriate teaching, assessment and evaluation procedures that result in a quality learning experience and continuous quality improvement of the activity.

PROCESS refers to the activities, policies and procedures that support and facilitate the design and delivery of the programme, of a suitable **STRUCTURE** within the appropriate **CONTEXT**.

Using the best **PROCESS** is essential for the ongoing provision, management, evaluation and continuous improvement of the programme, ensuring that necessary resources are secured and maintained, and that participants are supported and treated fairly.

This standard MUST be read in conjunction with the following documents:

- **Writing Learning Objectives¹¹**

¹¹ Refer to 'Writing Learning Objectives available from the PSNZ website www.psnz.org.nz > Education > Accreditation for Educational Activities > Reference material



Elements for Standard 3

3.1	<p>The content of the activity must be evidence-based, balanced, objective, unbiased and promote improvements or quality in health care, not a specific commercial interest.</p> <ul style="list-style-type: none">▪ <i>Providers must make a full disclosure of anything (connections, affiliations, interests, sponsorship) that may contribute to a perception of bias.</i>▪ <i>The content of the activity must not be unduly influenced by any commercial interest. If any brand names are used in the delivery of the activity, their use should be balanced using active ingredient names, and the generic name stated in brackets after the trade name.</i>▪ <i>Sponsors of an activity and/or hospitality associated with an activity may only be acknowledged during the activity in such a way as to make it clear that the educational content is independent. Promotional material or language may not be used at any time during the activity.</i>
3.2	<p>The learning objectives and any promotional material must enable pharmacists to make an informed decision about the suitability of the activity for their individual learning and professional development needs or goals and if participation in the activity would contribute to their professional development.</p> <ul style="list-style-type: none">▪ <i>Clear and appropriate information must be provided to allow pharmacists to make an informed decision about the relevance and suitability of the activity for them. (examples are date, source or provider details, type of activity (e.g. lecture, workshop, conference), topics covered during activity, and number of hours of professional learning)</i>▪ <i>The accredited activity must be delivered exactly as described in the accreditation application submission.</i>
3.3	<p>The method of delivery should effectively enable pharmacists to successfully achieve the stated learning objectives.</p> <ul style="list-style-type: none">▪ <i>Delivery formats for the activity should be relevant and appropriate for the learning objectives, the content of the learning and the participating pharmacists.</i>▪ <i>Providers should consider the variety of training delivery formats available, to optimise learning objectives and outcomes, and clarify why the particular format(s) were chosen and how they enable pharmacists to achieve the expected learning outcomes</i>▪ <i>In live presentations, (and especially for skills-based training) there must be sufficient facilitators/presenters for the activity to allow the use of effective instructional methods and optimal interaction with participants</i>▪ <i>The physical or virtual learning environment and support services provided should promote and facilitate learning and application to practice.</i>

Elements for Standard 3 continued

<p>3.4</p>	<p>The assessment mechanism of the activity must allow every participating pharmacist to demonstrate their successful acquisition of new or refreshed knowledge, skills, attitudes or behaviour as a result of participating in the learning activity.</p> <p>PSNZ does not limit the type of assessments that can be used, but they must be in accordance with the PSNZ “Assessment for Learning Activities” document¹²</p> <ul style="list-style-type: none"> ▪ <i>Assessment for the activity will be directly related to, and appropriate for, the learning objectives stated for the activity.</i> ▪ <i>Assessment must allow evaluation of the pharmacist’s achievement of all the learning objectives</i>
<p>3.5</p>	<p>Participants must be able to evaluate the activity and provide feedback including quality and relevance, effectiveness of delivery and any perception of bias.</p> <ul style="list-style-type: none"> ▪ <i>The evaluation must include learning experience (ease of achievement of learning objectives, relevance of activity to individual professional practice), overall satisfaction with the quality of the content and delivery, effectiveness of the provision of the activity and learning environment and any perception of bias.</i> ▪ <i>The provider must evaluate the quality and relevance of the content, effectiveness of delivery and participant achievement of the activity on a regular basis as a result of this feedback, and gain PSNZ approval to make any appropriate changes based on this evaluation (See 3.6).</i>
<p>3.6</p>	<p>The provider must have clear, robust and appropriate quality assurance and management processes in place that are informed by ongoing evaluation of any activity designed for repeated delivery.</p> <ul style="list-style-type: none"> ▪ <i>The Provider must regularly review the educational content and delivery of the activity to ensure that it is benchmarked against current accepted best practice and remains consistent with any changes in professional pharmacy practice. The following factors should be considered where relevant (legislation, current clinical guidance and new research evidence. software updates)</i> ▪ <i>Processes for record keeping, feedback to participants, activity evaluation and review must be clear and well managed</i> ▪ <i>Providers must be responsive to external feedback (from participants or other stakeholders) about the activity and incorporate relevant changes and improvements to the design, delivery and content of the activity based on this feedback. (Factors to be considered include scores in learning assessments and outcomes in skill-based assessment).</i> ▪ <i>The activity provider must formally notify PSNZ of any proposed changes that result from a review, and gain approval before making any changes and improvements to the activity as a result of this process.</i> ▪ <i>The timeframe of the review cycle¹³ will depend on the rate of change in knowledge and practice in the subject covered, but at least biennially.</i>

¹² “Assessment for Learning Activities” published by PSNZ - available from www.psnz.org.nz > Education > Accreditation for Educational Activities > Reference material

¹³ See PSNZ Application Guide, maintenance of accreditation, www.psnz.org.nz > Education > Accreditation for Educational Activities > CE Application Guide

Standard 4

Quality Criterion: **OUTCOMES**

All accredited learning programmes provide appropriate assessment mechanisms and promotion procedures to assure that:

- learning objectives are achieved
- the integration of new knowledge, skills, attitudes and/or behaviour changes into individual professional pharmacy practice is enabled
- accreditation status and value are clearly communicated

Achieving and measuring the desired **OUTCOMES** is an essential component of the continuous quality improvement of the learning activity.

OUTCOMES and **IMPACT** (next section) are both outputs of the programme.

OUTCOMES include the immediate and short-term measurable results of the learning activity, whereas **IMPACT** includes the longer term results of the learning activity.

This standard **MUST** be read in conjunction with the following documents:

- **Assessment for Learning Activities**¹⁴
- **Using MCQs for Assessment**¹⁵

¹⁴ Refer to 'Assessment for Learning Activities available from Education > Accreditation for Educational Activities > Reference material

¹⁵ Refer to 'Using MCQs for assessment' available from Education > Accreditation for Educational Activities > Reference material

Elements for Standard 4

<p>4.1</p>	<p>Providers will reinforce learning and encourage application to practice by providing appropriate assessment mechanisms.</p> <ul style="list-style-type: none"> ▪ <i>Participants must be given the opportunity to be assessed on their achievement of the learning objectives, using an assessment method capable of demonstrating the knowledge or skills (and optimally including attitude and/or behaviour developments) gained as a result of the learning activity.</i> ▪ <i>Assessment methods must be based on and appropriate for the stated learning objectives for the activity, designed to evaluate a participant’s achievement of all the learning outcome objectives and in accordance with the “Assessment for Learning Activities”¹⁶ document</i> <p><i>Examples of active learning assessment are:</i></p> <ul style="list-style-type: none"> * <i>Pre and Post- testing (e.g. MCQs, short answer questions)</i> * <i>Problem solving scenarios/case studies/roleplays</i> * <i>Facilitated interactive peer small group discussion</i> <ul style="list-style-type: none"> ▪ <i>The structure and facilitation of interactive activities¹⁷ must allow each participant to demonstrate they have achieved the learning objectives, and this must be declared by the course coordinator on the Education Interactive Discussion template.</i> ▪ <i>The number and structure of first and any subsequent assessments must meet the requirements outlined in the “Assessment for Learning Activities”¹⁶ document</i>
<p>4.2</p>	<p>Feedback from assessment should be provided to pharmacists in a timely and constructive manner.</p> <ul style="list-style-type: none"> ▪ <i>There must be a well-managed and timely method of reporting back successful (or unsuccessful) completion of the activity to each participant</i> ▪ <i>The provider must have a system in place for certification of successful programme completion. Certificates which state the accreditation code, expiry date and number of professional hours of learning that the activity has been accredited for must be provided to participants who fulfil the assessment requirements.</i>

¹⁶ Refer to ‘Assessment for Learning Activities’ available from Education > Accreditation for Educational Activities > Reference material

¹⁷ The interactive component of the activity must be at least two thirds of the total time allocated for the activity, and the ratio of facilitator to participants should be no more than 1:20



Elements for Standard 4 continued

4.3	<p>Promotion of any activity must meet legal¹⁸ and ethical¹⁹ requirements and be done in a way that is consistent with the expected standard of professional learning, and the integrity and reputation of PSNZ and any other relevant party.</p> <ul style="list-style-type: none"><i>The promoters of CE activities must not advertise or give the impression that the activity is accredited until the activity has been granted written accreditation by PSNZ Education. Statements such as: “PSNZ Education accreditation applied for” (or similar) may be used, but there must NOT be any indication of a possible outcome of the accreditation while advertising, e.g. the number of hours likely to be allocated may not be advertised until accreditation is confirmed.</i><i>The specific accreditation statement must be used to communicate the accreditation code, expiry date and number of professional hours of learning to be allocated on all promotional and instructional material. Our written confirmation will provide the exact words to be used.</i><i>The accreditation statement must not be edited or abbreviated and should always be italicized, as provided in the PSNZ accreditation confirmation document</i>
4.4	<p>Permission to use PSNZ and PSNZ Education names or logos is intended to signal that the associated activity delivers a minimum accepted level of educational quality and relevance to professional pharmacy practice and meets the requirements for accredited CE</p> <ul style="list-style-type: none"><i>The titles, PSNZ and PSNZ Education, and their logos are copyright and may only be used with the express permission of PSNZ, in association with the accredited activity and NOT in any general promotional materials outside the context of the accredited activity.</i><i>The logos may only be used in the format supplied by PSNZ and must only be displayed together with the formal accreditation statement.</i>

¹⁸ Fair Trading Act 1986 (s13): ‘No person shall...(s13e) make a false or misleading representation that goods or services have any *sponsorship, approval, endorsement, performance characteristics, accessories, uses, or benefits.*’

¹⁹ Code of Ethics 2018, Pharmacy Council of NZ, available from <https://pharmacycouncil.org.nz/pharmacist/ethical-and-professional/>

Standard 5

Quality Criterion: **IMPACT**

All accredited activities provide opportunity for the participant to identify possible improvements or expansion to professional practice resulting from the activity and encourage evidenced based practice.

IMPACT refers to notable, mid-level or high-level, longer-term effects on professional pharmacy practice, the profession, and society resulting from the programme. Such effects are transformative in nature, changing the local, national or international environment, thereby over time creating a new **CONTEXT** for continuing advancement.

IMPACT is an important element in a quality framework and in measuring the success of an activity.

Including anticipated **IMPACTS** in activity planning enables learners to take ownership of their learning and provides insight as to how the learning is likely to improve or expand individual practice.

Making an **IMPACT** by advancing pharmacy education, practice, and the profession, developing leaders and agents of change, contributing to meeting national health-related needs and goals, and advancing scientific, pharmaceutical, and medical knowledge and technology is the final proof of quality in pharmacy education.



Elements for Standard 5

5.1	<p>Learning resulting from the activity (knowledge, skills, attitudes, behaviour change and values) is readily transferable to the participant's professional practice of pharmacy and leads to professional improvement or expansion in the pharmacist's individual practice.</p> <ul style="list-style-type: none">▪ <i>The delivery of the activity must support and develop autonomous and reflective thinking.</i>▪ <i>Integration of the learning with participants' current knowledge, skills, attitudes and behaviours should be facilitated by including, where possible, reflective practice based exercises and learner assessments</i>
5.2	<p>Programme material encourages reflection on how learning will be implemented into individual practice.</p> <ul style="list-style-type: none">▪ <i>Each activity should include a structured reflective exercise that allows the participant to evaluate possible practice improvement, expansion or change and/or improved patient outcomes resulting from the activity and its application and/or integration into individual practice.</i>▪ <i>Specific suggestions are made regarding possible follow up activities that can be undertaken by the participant to assist in integrating the learning into individual practice</i>