

Policy For Accreditation of Continuing Education (CE) Activities

1. POLICY STATEMENT

CE accreditation is designed to ensure quality continuing education activities for all New Zealand registered pharmacists and provides assurance that the activity has been reviewed for educational quality, relevance to NZ practice and satisfies all the PSNZ CE Accreditation Standards.

The Society has developed CE Accreditation Standards (January 2023)¹ against which all accredited learning activities are assessed. These Standards define measurable attributes that all CE activities must demonstrate to become accredited and for accreditation, must demonstrate that it satisfies all the Accreditation Standards' requirements. CE providers must meet all the criteria outlined in these Standards for accreditation of their activities and remain accountable for the quality of the learning activities they offer.

The document 'Quality Assurance of Pharmacy Education: The FIP Global Framework' 2nd Ed2014² has provided the foundation for the development and application of the PSNZ CE Accreditation Standards and associated Guidelines. The structured and comprehensive model describes the eight quality indicators necessary for quality assurance of standards and evaluation of learning activities.

Central to this quality assurance system are rigorous and stringently applied policies and procedures that assure consistency, impartiality, fairness, and integrity of the evaluation and decision-making process.

The eight core elements of quality assurance that provide the foundation to all CE accreditation are context, structure, process, outcomes and impact of pharmacy education (five "pillars" of quality), and science, practice and ethics (three "foundations" of quality).

2. PURPOSE

This policy covers the process that education providers should follow to apply for accreditation of their learning activity.

3. SCOPE

This policy applies to CE activities for accreditation.

CE can be either accredited or non-accredited and the Pharmacy Council of NZ currently does not require that all or any part of a pharmacist's learning is accredited. It is the individual pharmacist's responsibility to assess potential activities for suitability and relevance to their area of practice and to determine whether their learning needs and goals will be addressed by undertaking these activities.

¹ CE Accreditation Standards 2023 from www.psnz.org.nz > Education > Accreditation for Educational Activities

² Quality Assurance of Pharmacy Education: The FIP Global Framework' 2nd Ed2014 available from www.fip.org/educationreports

4. DEFINITIONS

- Continuing Education (CE)³: a structured educational activity that supports the continuing development of pharmacists to maintain and develop their professional competence.
- Continuing Professional Development (CPD)⁵: the systematic maintenance, development and broadening of relevant knowledge, skills and attitudes, to ensure continuing competence as professionals throughout pharmacists' careers. It is an ongoing, process of continuous quality improvement involving reflection (including self-assessment), planning, learning, evaluation, and documentation of a pharmacist's development.

5. PROCEDURES

Accreditation quality principles

Central to this quality assurance system are rigorous and stringently applied policies and procedures that assure consistency, impartiality, fairness, and integrity of the evaluation and decision-making process.

The six principles that underpin the accreditation process are:

Consistency	The Accreditation Standards will be fairly and consistently applied to all learning activities evaluated for accreditation.
Impartiality	The Society will act in the best interests of its members and stakeholders and will not foster its own interests when evaluating activities for accreditation.
Transparency	Accreditation criteria, policies and procedures (as outlined in this Policy and the NZ CPD Accreditation Standards 2015) are published and freely available to any interested person or stakeholder. Any commercial interest or sponsorship for the activity will be disclosed.
Confidentiality	The Society will ensure that the intellectual rights of any organisation applying for accreditation of their CE activities are protected. All information supplied to the Society as part of the accreditation process will remain confidential.
Accountability	An appeals process is published and freely available to allow any provider to challenge the accreditation process and to ensure that their right to due process is safeguarded.
Quality	The processes and documentation requirements for accreditation of any activity will be regularly reviewed by the Society as a regular part of their documented Quality Assurance processes. This will allow for consistent interpretation and implementation of the Accreditation Standards for CE Activities. The Society may randomly audit activities including evaluation from participants of that activity.

³ Quality Assurance of Pharmacy Education: The FIP Global Framework' 2nd Ed2014, page 33 available from www.fip.org/educationreports

The Society acknowledges that it has obligations to education providers for the accreditation process, as described in the six principles above, and has processes in place to ensure that these are consistently met and reviewed.

- Accreditation of any CE activity will be carried out in accordance with the published policies, and Standards to ensure consistency, impartiality, fairness, and integrity of the evaluation and decision-making process.
- Application for accreditation must be made on the prescribed forms. The accreditation process must be finalised, and confirmation of accreditation received before an activity is delivered, published or distributed.
- Fees for accreditation are published in the Accreditation Guide⁴. This fee covers review of the learning activity material and is due with the submission of application for accreditation and is non-refundable regardless of the outcome of the accreditation process. Accreditation of any activity is subject to fees being received.
- Any applicant who is not satisfied that a consistent and impartial evaluation process has been followed by the Society has the right to appeal that accreditation decision on the grounds outlined in the Accreditation Appeals Policy. The process described in this policy must be followed.
- Once an activity is accredited, the Society permits the provider to use the Society and ENHANCE logos on promotional material associated with the accredited activity.
- The promotion and delivery of an accredited activity must be in accordance with the published NZ CPD Accreditation Standards 2015.
- All activities submitted for accreditation must be independent of any commercial bias and not promote a particular product, service, perspective or organisation. Any commercial interest in or sponsorship of the learning activity must be disclosed in accordance with this Policy and the PSNZ CPD Accreditation Standards 2023.
- Any activity will be accredited for a maximum of TWO years from the date of accreditation. Reaccreditation following expiry of accreditation status may be granted on the basis of a complete activity review in accordance with the published Accreditation Guidelines. Any reaccreditation is at the discretion of the Society.
- If the education provider proposes to alter the content or structure of the programme during the period of accreditation, then the provider must notify PSNZ before making the proposed changes. PSNZ reserves the right to re-evaluate the accreditation status of the programme.
- The accredited activity must allow participants to provide feedback and evaluate the quality of the activity in accordance with the published Policy and the PSNZ CPD Accreditation Standards 2023. A summary of this may be requested by the Society at any time during the activity's accreditation.

⁴ PSNZ CE Accreditation Application Guide from www.psnz.org.nz > Education > Accreditation for Educational Activities

6. APPEALS

Opportunities to amend content or other resources are provided as part of the review process, and the accreditation assessor may make recommendations for changes to assist with meeting the Accreditation Standards. In the event that any of the Accreditation Standards are not met, accreditation will not be granted. In this instance, the assessor will work with the provider to ensure compliance with the Accreditation Standards wherever possible.

An activity provider who is not satisfied with the accreditation decision may submit an appeal of the accreditation decision in writing to the ENHANCE Programme Manager. All complaints and appeals will be treated in confidence and without prejudice.

An appeal may be based on an error in the:

- Accreditation Standards
- The number of professional hours of learning allocated
- Result of the application

The Education, Professional Development and Training Team Manager will notify the Provider of the required process. This process is discretionary and dependent on the nature of the appeal but may include the application being reviewed by a different accreditation assessor. In this case, the assessor will not have any information about the outcome of the previous assessment of the application.

The required fee must accompany the appeal and will be refunded if the outcome of the appeal is in favour of the provider. This process will take between four and six weeks and the decision of the appeal is binding.

The Manager will notify the provider of the outcome of the appeal process.

7. AUDITS

PSNZ has an ongoing responsibility to their members to ensure that the quality of any accredited programme is maintained and improved. A systematic audit process will be used to evaluate a provider's compliance with the Standards and designed to provide feedback on the quality of the activity to ensure that the context, structure and process remain relevant and useful to the intended participants, and thus providing support for the provider's continuous improvement of their activity development and delivery.

PSNZ aims to randomly audit at least 5% of all accredited activities each year. The audit process may also be instigated (but is not limited to) when:

- a complaint is received about an activity
- activity content does not appear to be evidence-based or is controversial in some way (e.g. due to new evidence)

Audit will assess the provider's compliance with the accreditation standards, and may involve:

- a PSNZ representative participating in the activity (with or without advance notice to the provider)
- surveying activity participants for their opinions against the standards
- requesting the submission of activity documentation which could include assessment and/or evaluation forms

If the activity does not meet the requirements of the accreditation process, the provider will be given the opportunity to bring their activity up to the required standard. If appropriate remedies cannot be made, or the provider fails to participate in the audit process, their accreditation may be withdrawn.

The provider will be responsible for notifying all future participants that accreditation has been revoked and ensuring that all accreditation statements and PSNZ logos are removed from the activity immediately. PSNZ may also refuse to accredit future submissions from the provider or sponsor, either for a specified period of time or indefinitely.

8. RELATED DOCUMENTS

- Recertification For Practising Pharmacists Policy June 2021, Pharmacy Council of NZ
<https://pharmacycouncil.org.nz/wp-content/uploads/2021/08/Recertification-policy.pdf>
- Recertification Framework and Guidelines, Pharmacy Council of NZ
<https://pharmacycouncil.org.nz/pharmacist/recertification/>
- CE Accreditation Standards 2023, Pharmaceutical Society of NZ Inc
- Quality Assurance of Pharmacy Education: The FIP Global Framework 2nd edition 2014 from
www.fip.org/educationreports
- Competence Standards for the Pharmacy Profession 2015, Pharmacy Council of NZ, available from
<https://pharmacycouncil.org.nz/pharmacist/competence-standards/>
- Code of Ethics 2018, Pharmacy Council of NZ, available from
<https://pharmacycouncil.org.nz/pharmacist/ethical-and-professional/>

9. STORAGE

Available online on the ENHANCE website

10. DOCUMENT CONTROL

Position Responsible: Programme Manager

Date Approved: February 2015

Review Date: February 2018

Signed:

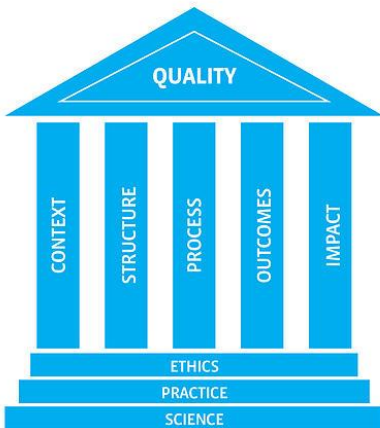
Version 1	February 2015	
Version 2	February 2015	Reformatted, elevated Appeals and Audit from the Guidelines for Accreditation of Continuing Education (CE) Activities added Appendix 1.
Version 3	June 2019	Reviewed, included recognition of APC accreditation, update references to new Standards and Guide, removed Appendix 1
Version 4	January 2023	Updated logos, references and weblinks

Appendix 1

Quality Criteria and Indicators for CE

The internationally recognised quality indicators for pharmacy education are the Pillars and Foundations of Quality Assurance of Pharmacy Education: The FIP Global Framework 2014⁵.

These 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 that underpin the development of any learning activity or programme are:

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 by the use of 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 based

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.

⁵ Quality Assurance of Pharmacy Education: The FIP Global Framework' 2nd ed 2014 available from www.fip.org/educationreports
Pharmaceutical Society of New Zealand Inc