Accreditation Standards for CPD Programmes and Courses for Pharmacists

PSI
CUMANN CÓGAISEOIRÍ NA hÉIREANN
The Pharmaceutical Society of Ireland

AN RIALTÓIR CÓGAISÍOCHTA
THE PHARMACY REGULATOR

Background

The Pharmacy Act 2007 and the PSI (Continuing Professional Development) Rules 2015 set out the framework for the system of Continuing Professional Development (CPD) for pharmacists in Ireland. This system for CPD is based on a model of self-directed learning and reflective practice. It differs from continuing education (CE) in that it is not based on a traditional points system or accumulation of contact hours. It represents a more flexible approach to learning and recognises a wide variety of learning activities. Activities may include informal "on-the-job" learning as well as formally accredited educational programmes and non-formal learning which includes educational activities which have not been formally accredited.

The Irish Institute of Pharmacy (IIOP) has been established by the Pharmaceutical Society of Ireland (PSI, the pharmacy regulator) to oversee the development and management of the CPD system for the pharmacy profession in Ireland, including facilitating the accreditation of certain and specific training programmes on behalf of the PSI.

The Pharmacy Act 2007 and the PSI (Continuing Professional Development) Rules 2015 requires the PSI to determine, approve and publish standards for Continuing Professional Development training programmes and courses for pharmacists[1]. These standards are designed to assure the quality of CPD programmes which require accreditation. Please note that not all training programmes or courses require accreditation. No inference regarding the quality of a training programme or course is implied because a course is not accredited to these standards.

Additional information on the CPD system for pharmacists in Ireland can be accessed on the PSI website www.psi.ie or through the Irish Institute of Pharmacy at www.iiop.ie.

'Programmes' referred to in this document include training programmes which are delivered through any modality and which require accreditation.

[1] Section 7(2)(a)(iv) The Pharmacy Act 2007 as amended; Rule 5, The PSI (Continuing Professional Development) Rules 2015

The five standards for accreditation are:

STANDARD 1: GOVERNANCE AND QUALITY

STANDARD 2: CONTENT

STANDARD 3: DELIVERY

STANDARD 4: ASSESSMENT

STANDARD 5: EVALUATION

Standard 1: Governance and Quality

The training provider must implement clear, robust and appropriate quality management and governance procedures for the training programme.

1.1 The provider must demonstrate how the programme content and materials have been developed with access to appropriate expertise in the subject area. Persons with appropriate qualifications or experience must participate in all stages of development, delivery and assessment of a programme.

1.2 All programmes must include mechanisms that provide for the regular review of education and training content and materials so that they are revised and updated to reflect changes in best practice, any corrective feedback and pharmacy practice in general. A record of all such changes should be retained by the provider as part of a document management policy that records and retains all changes to the programme in a retrievable and verifiable manner.

1.3 The provider must have appropriate governance in place, both clinical and non-clinical, to assure that all trainers and persons involved in programme delivery and development are competent.

1.4 Governance mechanisms must be in place to assure the quality of the training programme, including that:

- programme content adheres to national and international guidance
- programme content and delivery is unbiased. Programme content and presentation must not be influenced by sponsorship arrangements. All terms and medicine names in a training course should be such as to prevent perceived endorsement or bias
- conflict of interest concerns are disclosed, clearly acknowledged and managed
- personal data of programme participants is managed in accordance with data protection requirements.

Standard 2: Content

Programme content must be evidence based and contain measurable learning objectives focused on the development of knowledge, skills and behaviours relevant to the Core Competency Framework for Pharmacists, legislation and the practice of pharmacy.

2.1 Programmes should be current and of significant intellectual and practical content and deal primarily with matters relevant to the practice of pharmacy, including the improvement of the profession of pharmacy.

2.2 Programmes must have regard to the Core Competency Framework for Pharmacists, medicines and pharmacy legislation, and the Code of Conduct for Pharmacists, where applicable.

2.3 Programme content must be evidence based. Statements of personal experience, expert opinion or recommendations must be clearly qualified. Programme content should reinforce the values of putting the patient first and setting aside conflicts of interest, where applicable.

2.4 Programmes must include specific, measurable, achievable, relevant and timely (SMART) learning objectives that make it clear to participants what they can expect to achieve upon successful completion of the programme. The learning objectives must be relevant to pharmacists' immediate or long-term needs for their professional development, pharmacy practice and the Core Competency Framework.

2.5 A programme involving multiple components, for example blended learning, or one that is delivered as part of a modular training programme, should be logically sequenced and ensure a coordinated continuing professional development experience.

2.6 References must be included in the training programme materials. References must be current, relevant, credible and correctly referenced. If using material from a third party, providers must ensure their agreement is obtained. A list for further reading is encouraged.

2.7 The provider is encouraged to work with other health professionals, health and social care professionals and stakeholder organisations in contributing, developing and delivering programme content.

Standard 3: Delivery

The method of programme delivery should enable and encourage participants to meet the learning objectives. The programme must use adult learning principles and active learning strategies.

3.1 Programmes must be delivered by instructors with the necessary qualifications and expertise, appropriate to the modality being used for delivery.

3.2 The provider ensures that adult learning principles and active/interactive learning activities are included in the programme to assist participants to apply knowledge, skills and/or behaviours into their practice.

3.3 The programme should take account of the variety of training delivery methods available, where possible, including; face to face, blended, online learning and any other modalities, to optimise learning objectives and outcomes.

3.4 Programmes involving acquisition of new skills should be delivered using a face to face delivery method. The face to face component may be provided as part of a blended learning or modular structure, where appropriate.

3.5 In live programmes, which include skills-based training, the proportion of participants to instructors must ensure optimal learning opportunities and hands-on experience.

Standard 4: Assessment

Assessment methods should be included to assure that learning objectives have been achieved and reflect on how new skills and knowledge can be integrated into practice.

4.1 Every accredited programme must include an assessment component that assesses the participants' achievements in meeting the learning objectives.

4.2 The provider must be able to demonstrate how the assessment methods employed [e.g. multiple-choice questions, case-moderated study, objective structured clinical examination (OSCE)] relate to the specific learning objectives.

4.3 Learner assessment may occur in a variety of ways, including:

- pre- and post-testing
- post-testing alone
- patient case study discussions in small groups
- problem-solving exercises
- group discussion with critique of answers
- learner assessment questionnaires completed and submitted to the provider after the programme
- objective structured clinical examinations (OSCE).

4.4 Training for new service delivery by pharmacists should allow for the pharmacist to reflection how the new service will be integrated into practice.

Standard 5: Evaluation

Every accredited programme must have a programme evaluation component. All participants must have the opportunity to update and review programme content in response to evaluations as appropriate.

5.1 At a minimum, the following key components concerning the quality of a programme must be included in an evaluation for completion by participants:

- the participants' achievement of learning objectives– relevance of learning to practice, overall programme satisfaction
- all participants must have the opportunity to evaluate the quality of the programme and presenters - suitability and quality of instructional materials, knowledge of subject matter, clarity of presentation, actual or perceived content or speaker bias and responsiveness to participant questions/concerns;
- the content – appropriate level of difficulty, currency of information and materials, overall satisfaction
- assessment of facilities, administration of programme and convenience of location may also be relevant.

5.2 Providers must evaluate the feedback and must make any appropriate changes.

5.3 Completed programme evaluation forms should be retained by the provider for audit purposes. Copies of these may be requested by the PSI, or the accrediting body appointed by the Council of the PSI, as part of the accreditation process.