



Accreditation Council for Pharmacy Education Continuing Professional Development (CPD) Provider Program

Consistent with ACPE’s mission to assure and advance excellence in education for the profession of pharmacy, the purpose of the accredited Continuing Professional Development (CPD) Provider program is to build upon the existing foundation and principles of needs-based, outcomes-focused accredited continuing pharmacy education (CPE) to provide a process for pharmacy professionals to meet, maintain, and enhance competencies needed in areas relevant to their respective professional responsibilities/practice in an intentional, self-directed manner.

Accredited Continuing Professional Development Provider

An accredited CPD Provider will implement strategies, services and tools to foster and support the self-directed lifelong learning of pharmacists and/or pharmacy technician based on the CPD approach as defined by ACPE. ACPE-accredited CPE Providers with a mission to aid development of pharmacy professionals to achieve practice (including non-patient care roles), patient care, and/or population health outcomes may apply to become accredited CPD Providers.

Criteria for ACPE-Accredited Providers of Continuing Professional Development

Adapted from the ACPE CPE Provider Accreditation Program to support distinctive criteria and a quality assurance process for CPD programs where the Provider serves as a partner in lifelong learning and professional development.

I. Systematic Planning

The CPD Provider establishes and employs a systematic planning process for the development and implementation of a CPD program for learners. The provider’s plan should include the following core elements:

- Requisites for learner engagement in the CPD program, e.g. “learning contract”
- Resources required by the provider for development, implementation, and evaluation of the CPD program
- Means by which learner CPD will be assessed and minimum level of achievement required
- Means by which the CPD program will be evaluated
- Process for awarding CPD value-based credit upon learner completion of the CPD program

Guidance: The provider should plan for the development, implementation, and evaluation of the CPD program, outlining methods and resources to be used. The plan should also define the expectations and timeline for the learner’s involvement in the program where the learner

accepts responsibility to fully engage in and document their CPD through reflecting on their practice, assessing and identifying professional learning needs and opportunities, developing and implementing a personal development plan, and evaluating learning outcomes with the goal of enhancing the knowledge, skills, attitudes and values required for practice.

II. CPD Program Design

The CPD Provider employs a design for the program based around the tenets of CPD (Reflect, Plan, Learn, Evaluate, Apply, Record/Review) where learners:

- Complete a structured self-assessment and identify competencies for development [REFLECT]
- Create a personal development plan to address identified learning needs, which includes SMART learning objectives and identification of activities and resources to meet goals [PLAN]
- Implement the plan using a range of learning activities and methods, and document all learning (CE and non-CE) that occurred to meet goals and objectives [LEARN]
- Evaluate learning outcomes from participation in CPD activities to meet stated CPD goals [EVALUATE]
- Assess application of acquired knowledge, skills, attitudes, and values into practice and associated impact of application [APPLY, EVALUATE]
- Review CPD documentation to measure progress over time [RECORD/REVIEW]

Guidance: The CPD program design should aim to meet the specific professional development goals and objectives of learners by facilitating practice assessment and self-appraisal, intentional and purposeful action, and application of learning for improvement. Providers may develop and offer CE activities, either directly or in joint providership, and/or support learners in finding and engaging in relevant non-CE CPD activities. The content of CPD should be based on valid, evidence-based practice. The provider should employ mechanisms to allow for learner documentation of all aspects of CPD and systematic review to measure progress over time and demonstrate achievement of goals, e.g. CPD portfolio.

III. Assessment of Learner CPD

The Provider employs a process to validate learner engagement and performance in the CPD program with focus on learning outcomes and impact on professional practice, patient/population health, and/or organizational/system outcomes. Assessment elements include:

- Identification of specific learning needs and goals through reflection with consideration of alignment with organizational goals

- Creation of SMART learning objectives
- Congruency between completed CPD activities and identified needs/goals
- Evidence that learning needs/goals have been addressed through achievement of SMART learning objectives
- Evaluation of achievement of professional development outcomes
- Verification of learning application/practice changes

Assessment feedback is to be provided to the learner in a constructive and timely manner through each step of the CPD cycle (formative) and upon completion of the program (summative).

Guidance: The provider should develop a process for assessing the learner’s CPD and associated outcomes to aid in development of self-directed lifelong learning skills and behaviors. Assessment approaches may include peer assessment, mentor assessment, and/or self-assessment with associated feedback. Instruments such as checklists, rating scales, and/or rubrics can aid in performing and documenting assessment.

IV. Evaluation of CPD Program

The Provider conducts a structured evaluation of the CPD program for determining its effectiveness in supporting and promoting self-directed lifelong learning. Information gathered should be used in a systematic fashion for the purpose of ongoing improvement of the provider’s CPD program.

Guidance: The provider should use a system of evaluation that includes measures and input from learners and other stakeholders to aid the provider in evaluating the effectiveness and impact of the CPD program and provide direction for ongoing improvement.

Glossary

Accredited CPE Provider: An institution, organization or agency that has been recognized by the Accreditation Council for Pharmacy Education, in accord with its policy and procedures, as having demonstrated compliance with its standards that are indicative of the provider's capability to develop and deliver quality continuing pharmacy education.

Accredited CPD Provider: An institution, organization or agency that has been recognized by the Accreditation Council for Pharmacy Education, in accord with its policy and procedures, as having demonstrated compliance with its criteria that are indicative of the provider's capability to develop and implement a continuing professional development program.

Continuing Pharmacy Education (CPE): Continuing education for the profession of pharmacy is a structured educational activity designed or intended to support the continuing development of

pharmacists and/or pharmacy technicians to maintain and enhance their competence. Continuing pharmacy education should promote problem-solving and critical thinking and be applicable to the practice of pharmacy.

Continuing education (CE) activity: An educational event or intervention offered by an accredited CE provider that is based upon identified needs, has a purpose or objectives, and is evaluated to assure the needs are met.

Continuing Professional Development (CPD): A self-directed, ongoing, systematic and outcomes-focused approach to lifelong learning that is applied into practice. It involves the process of active participation in formal and informal learning activities that assist in developing and maintaining competence, enhancing professional practice, and supporting achievement of career goals.

CPD activity: A formal or informal learning activity undertaken as part of one's personal development plan. Attributes of activities beneficial to CPD involve selecting learning opportunities in response to identified professional needs and goals that relate to daily practice or areas of professional interest and focus on specific learning objectives and associated outcomes.

CPD cycle: an ongoing learning and development cycle aimed to meet specific goals and objectives of individual practitioners by encouraging practice assessment, intentional action, and application of learning for improvement. The cycle incorporates the six components of CPD: reflect, plan, learn, evaluate, apply, and record/review.

CPD program: the comprehensive set of strategies, services, tools, and resources employed by a CPD provider to support learners in their self-directed lifelong learning.

Learning contract: A formal agreement between the CPD provider and learner, providing the framework for self-directed lifelong learning. The agreement aids in defining learner responsibilities, participation and progress in the CPD program.

Lifelong learning: the ongoing process of active participation in formal and informal learning and professional development activities that assists in maintaining and enhancing competence, advancing professional practice, and supporting achievement of career goals.

Personal development plan: a detailed proposal to address learning needs. Planning involves the process of defining SMART learning objectives, learning activities, and other resources in order to meet CPD goals.

SMART learning objectives: objectives that are specific, measurable, achievable, relevant, and timed.

- Specific: clearly and concisely state what the learner will be able to do
- Measurable: include an observable or quantifiable action or behavior
- Achievable: integrate action that is feasible/attainable
- Relevant: align with practice and/or organizational goals
- Timed: include a target date for completion