

ACCREDITATION COUNCIL FOR PHARMACY EDUCATION
CONTINUING PHARMACY EDUCATION (CPE) PROVIDER ACCREDITATION PROGRAM



COMPREHENSIVE REVIEW FOR CPE ACCREDITATION STANDARDS:
SELF-ASSESSMENT REPORT

Overview for the Preparation of the Self-Assessment Report

The Accreditation Council for Pharmacy Education (ACPE) is the national agency for accreditation of professional degree programs in pharmacy and providers of continuing pharmacy education. Accreditation is the public recognition afforded a professional degree program in pharmacy or a provider of continuing pharmacy education that are judged to meet standards through initial and subsequent periodic evaluations. The ACPE accreditation process for providers of continuing pharmacy education is designed to assure pharmacists, boards of pharmacy and others, of the quality of continuing education programs.

ACPE conducts its business in English. All correspondence and conversation with ACPE, including monitoring reports, must be in English. If any portion of the provider's continuing education program is conducted in a language other than English, the provider must submit a copy of the original non-English materials appropriately labeled with an English translation.

ACPE requests that Providers of Continuing Pharmacy Education (CPE) assess their activities, compliance with quality standards, and potential for improvement as part of the Comprehensive Review for Continued Accreditation process. The comprehensive review includes the self-assessment report, in-depth review of selected educational CPE activities, and external/peer review.

This self-assessment is intended to be a tool to stimulate your organization's growth as a provider. It is an opportunity to identify what you are doing well and strengthen areas of need. This document will assist you in preparing your Self-Assessment Report, so please use it to help describe your organization's structure and activities and to select appropriate supporting documentation. We encourage you to draw upon the perspectives of all those involved in your organization's continuing pharmacy education program and suggest that you consider forming a committee to initiate, organize, and manage the self-assessment and report writing. Although the continuing education administrator's participation in the self-assessment process is essential, it is not necessary that this individual chair a Self-Assessment Report committee. However, we do not recommend giving outside consultants' responsibility for leading the self-assessment or writing the report, because self-assessment and introspection by members of your own staff are central to long term improvement of a Provider's activities. ACPE's staff will be happy to assist you if you have any questions about preparing your report or need clarification about the standards.

Once the Self-Assessment Report is received, ACPE staff, an ACPE CPE Commissioner, and an external reviewer will evaluate it. A conference call will be scheduled. The conference call will allow for dialogue between reviewers and the provider, clarification of information found in the self-assessment report, and discussion of the strengths and challenges of the provider's CPE program.

The conference call will be staffed by two reviewers (one external field reviewer and one CPE Commission member) and a staff member will serve as the facilitator. The purpose of the conference call is to discuss your comprehensive report as a team; whereby clarifying any details, alleviating any inconsistencies, and offering an opportunity to submit any missing documentation within a week following the call and before decisions are made on accreditation terms. Providers may also encourage other staff members to join the call as well. ACPE will notify providers with a specified time and information for the conference call.

In order to facilitate the scheduling of these required conference calls, ACPE will utilize an online scheduling tool. The online scheduling tool is very easy to use and will require only a few minutes to note availability. Providers will be instructed to identify their availability for conference calls so that ACPE staff can assemble a review team. Although we recognize that unavoidable circumstances may present themselves, please make every effort to maintain your selected availability as it may not be possible to reschedule the conference call. Shortly after the call,

providers will receive an evaluation survey in an effort to gain comments and feedback on the conference call.

Following review and a conference call, the CPE Commission will propose accreditation actions to the ACPE Board of Directors for final approval at its regular Board meetings (held in January and June of each year). You will receive the result of this action in the form of an Action and Recommendations document soon thereafter.

Guidelines for CPE Provider Comprehensive Reviews

The purpose of CPE comprehensive review conference is to validate the findings in the provider's self-assessment report and to give the provider the opportunity to answer questions and clarify issues that are unclear to the reviewers. The review team is made up of an ACPE Commissioner, a field reviewer, and an ACPE staff member. The process is divided into three stages, which should take no more than two hours and fifteen minutes. The process is divided into three stages as follows:

Team Conference (60 minutes)

- Team members join the review, identifying themselves upon entering the session.
- Engage in discussion of the review team's findings of the provider's self-assessment report, identifying strengths and areas needing improvement.
- Determine clarification questions to ask of the provider and assign to team members.

Provider Conference (60 minutes – In extenuating circumstance, the team may extend the review or reschedule a follow-up call with the provider.)

- ACPE Staff: Describe the timeframe, purpose, and ground rules for the discussion.
- ACPE Staff: Identify the participants and facilitate introductions.
- ACPE Staff: Ask the provider to give an overview of major changes in the organization along with strengths and areas needing improvement.
- Review Team: Ask clarifying questions, providing guidance as appropriate.
- ACPE Staff: Ask if the provider has any questions for the review team.
- ACPE Staff: Describe any follow-up actions or documents that the provider may submit for consideration for the Commission's review.
- ACPE Staff: Describe the next steps in the review process
- The provider disconnects from the session.

Team Report (15 minutes)

- Discuss the review and handling of any follow-up information to be submitted by the provider.
- Staff drives consensus to complete the CPE Rubric with specific written comments on the following areas:
 - Gains made since the last comprehensive evaluation
 - A summary of areas deemed as noteworthy
 - Detailed comments on areas needing improvement or additional documentation
- Discuss any other issues or comments.
- Disconnect from the session.

Instructions for Preparation and Submission of the Self-Assessment Report

After receiving feedback from providers regarding difficulties in formatting their electronic submissions in one PDF format, ACPE has now transitioned to an electronic report submission tool for you! All providers will submit their Self-Assessment report via ACPE's new online platform, CESARS: Continuing Education Self-Assessment Report System!

Login information will be provided by ACPE at least two months in advance. Providers can prepare their report in a word document and can copy and paste the information into the platform once access is granted. Additional formatting can be done using the editor in the platform.

ACPE GUIDELINES FOR CONTINUING-EDUCATION PROVIDERS PREPARING ELECTRONIC SELF-ASSESSMENT DOCUMENTS

Preparing for evaluation for purposes of accreditation requires the submission of an in-depth and broadly-based self-assessment report. ACPE staff has drafted the following guidelines to assist a continuing education provider in preparing and submitting their report for the CESARS (Continuing Education Self-Assessment Report System) platform.

CESARS Tips

- Only upload each document once. If the document is appropriate elsewhere, the provider can refer to the specific document by its name. (Or- the provider can choose that document in the dropdown box in **evidence**.)

The Narrative

- The easiest way to format the narrative is to copy and paste it from a word document and into the platform. Additional formatting can be done using the editor in the platform.
- Graphics and tables can be included in the narrative sections using copy and paste.

Attachments/Evidence

- The provider is encouraged to limit the file size of attachments to no more than 80MB. In order to minimize the length and size of the report while providing the necessary documentation, providers should place evidence in one section of the report (rather than multiple sections) with accurate cross-referencing.
- The number of pages within attachments should not exceed 500 pages total.
- The provider is encouraged to use .doc, and .pdf, and minimize the amount of large graphic files (e.g., JPEG, PNG, GIF) in attachments to help contain the size of the report.
- PowerPoint slides can be six-slides per page, as long as they are still visible, and printed in PDF format. Please do not submit PowerPoint files.
- Reference any additional documents added in the narrative.

ACPE staff welcomes feedback or any comments regarding these guidelines or other issues. Please contact our office at (312) 664-3575 or by email at ceinfo@acpe-accredit.org.



SELF-ASSESSMENT REPORT: CHECKLIST

Please ensure all items are within the CESARS report before submission.

- Participated in Self-Assessment Report Preparation Webinar**
- Completed Provider Summary Sheet**
- Signed Provider Attestations for Policy and Procedure Monitoring**
- Completed Evaluation Form (Rubric)** - the Provider's self-rating of each criterion
- Included Supplemental Narratives**
- Included Supporting Documentation**
- Utilized 2-3 CPE Activities selected by ACPE as the basis of the Report**
- Additional CPE Activities selected by the Provider** (optional)
- Electronic submission of the Provider's Report as instructed by ACPE**

Per ACPE Administrative Warning policy, failure of a provider to submit a complete Self-Assessment Report will result in written notification whereby the provider will be given 2 weeks to fulfill all outstanding requirements, after which time continued failure to comply will result in the imposition of Administrative Warning and subsequent Board action.



SELF-ASSESSMENT REPORT: PROVIDER SUMMARY SHEET

Questions that will appear in the CESARS platform.

1. How long have you been the Continuing Pharmacy Education (CPE) Administrator?
 <1 year OR (number of years)
2. When did you last attend a CPE Administrator Workshop?
3. Do you conduct CPE activities for (select one):
 Pharmacists only
 Pharmacy technicians only
 Both pharmacists and pharmacy technicians
4. Which activity types do you conduct? (select all that apply)
 Knowledge-based (K)
 Application-based (A)
 Certificate Programs
5. Do you plan and conduct continuing education activities for an interprofessional audience (e.g., pharmacists, physicians, nurses, other)? (select one)
 Yes
 No, but plan to within the next 1 – 3 years
 No, and do not plan to within the next 1 – 3 years

Please provide a summary description of the Provider’s CPE program, including background of the organization. The summary should be no more than one page in length (12-point font, single-spaced).

Please indicate the CPE activities selected by ACPE:

Universal Activity Number (UAN)	Title	Activity Type (K, A, Certificate)

Please indicate any additional activities included as selected by the Provider (optional)

Universal Activity Number (UAN)	Title	Activity Type (K, A, Certificate)



GENERAL STANDARDS FOR ACPE-ACCREDITED PROVIDERS OF CONTINUING PHARMACY EDUCATION (CPE)

SELF-ASSESSMENT REPORT – EVALUATION FORM (RUBRIC) GUIDELINES

The following document is the evaluation form (rubric) for the policies and procedures attestation, four Sections and eleven Standards of the *ACPE Standards for Continuing Pharmacy Education*, global assessment, and evaluation summary. This rubric will be embedded within the CESARS platform for completion.

For each component of the report, you should assess your CPE program and selected activities by the following:

- A. Include a narrative response with enough detailed information for reviewers to accurately assess your rubric ratings and supporting documentation.
- B. Respond to EVERY item ensuring that each criterion in the rubric evaluation grid is addressed. If you believe that an item does not apply to your organization, please explain. For each criterion, the provider is to indicate its self-assessment rating by marking the corresponding checkbox:
 - **Meets Criterion:** The provider has achieved all the elements required by the criterion.
 - **Needs Improvement:** The provider has not achieved all the elements required by the criterion.
 - **N/A - Not Applicable.....:** This section of the criterion does not apply.
- C. Carefully review the items in parentheses in the 'Criterion and Evidence' sections of the rubric (shaded columns on the left) to identify required supporting materials.
- D. Please add your documentation as an attachment in the CESARS platform. Your documentation is the basis for ACPE's evaluation and should correspond to each of the rubric items. In the event that documentation is not available, please provide an explanation. If you are asked to provide documentation that is included in an earlier section, state which document attachment you are referring to (do not upload the document more than once per report). Feel free to include documentation beyond that requested if it adds to the understanding of your efforts.

Refer to your specific ACPE comprehensive review notification letter for selected CPE activities, timelines, and submission requirements for your report. For further questions or clarification, please contact the ACPE office at (312) 664-3575 or by email at ceinfo@acpe-accredit.org.



SELF-ASSESSMENT REPORT: SUPPORTING DOCUMENTATION

Summary of evidence to be submitted for CPE Standards

(Evidence and documentation should be placed in the report with accurate cross-referencing if used in other standards. Please only upload each document once per report.)

Standard 1: Achievement of Mission and Goals of the CPE Program

- CPE mission and goals/strategic plan
- Assessment plan to evaluate achievement of mission and goals
- Data collection and analysis to document achievement of mission and goals

Standard 2: Gap Analysis

- Description and evidence of gaps identified for pharmacists and/or pharmacy technicians
- Description and evidence of educational need(s) that cause the identified gap(s) for pharmacists and/or pharmacy technicians
- Evidence of how objectives are developed to address the identified educational need for pharmacists and/or pharmacy technicians

Standard 3: Continuing Pharmacy Education Activities and

Standard 4: CPE Activity Objectives

- Policy and procedure or description of the process used to assign activity type designators to meet the educational needs of pharmacists and/or pharmacy technicians
- Activity announcement for selected CPE activities
- Syllabus or description of how certificate programs are designed to meet the listed requirements, if applicable

Standard 5: Standards for Integrity and Independence

5.1 - Ensure Content is Valid

- Process and evidence for ensuring content is fair, balanced, and evidence-based

5.2 - Prevent Commercial Bias and Marketing in Accredited Continuing Education

- Process and evidence for ensuring CE protects learners from commercial bias and marketing

5.3 - Identify, Mitigate, and Disclose Relevant Financial Relationships

- Evidence of identification of relevant financial relationships
- Evidence of mitigation of relevant financial relationships
- Evidence of disclosure to learners of relevant financial relationships

5.4 - Manage Commercial Support Appropriately

- Evidence of decision-making and disbursement of commercial support
- Grant agreements for requested commercially supported activities
- Evidence of receipt and expenditure of commercial support, e.g., income/expense statements
- Evidence of disclosure to learners of sources of commercial support

5.5 - Manage Ancillary Activities Offered in Conjunction with Accredited Continuing Education

- Evidence of separation of marketing from accredited continuing education

Standard 6: Faculty

- Description of the process for selecting faculty
- Evidence of verbal and written faculty guidance documents

Standard 7: Teaching and Learning Methods

- Description of techniques to foster active participation of learners along with evidence of active learning methods for selected CPE activities
- Evidence of how objectives are addressed by active learning

Standard 8: Educational Materials

- Educational materials from selected CPE activities

Standard 9: Assessment of Learning

- Description and evidence of how learners are able to assess achievement of learned content including participant results
- Description of how learning assessments are documented for credit
- Evidence of how objectives are covered by a learning assessment

Standard 10: Assessment Feedback

- Description and evidence of how feedback is provided to learners in an appropriate, timely, and constructive manner

Standard 11: Evaluation of CPE Activity

- Description of activity evaluation process with evaluations from selected CPE activities
- Activity evaluation summary data separated by profession
- Description and evidence of how feedback from activity evaluations is used to improve the overall CPE program
- Evidence of process for monitoring of promotion, marketing, and commercial bias

Directions

- 1) Please do a quick review of the narrative and supporting documents in the provider's Self-Assessment Report to get a general sense of areas of strength, weakness, or where documentation appears to be lacking.

- 2) Carefully read the narrative and review supporting documents for each criterion and assess each item by marking one of the checkboxes in each row of the evaluation form:
 - **Meets Criterion:** The provider has achieved all the elements required by the criterion.
 - **Needs Improvement:** The provider has not achieved all the elements required by the criterion.
 - **N/A - Not Available:** This section of the criterion does not apply, or no evidence is available.

- 3) If you indicate that a standard is "Needs Improvement", briefly write the reason for your assessment in the comment area to assist ACPE staff in making appropriate recommendations to the provider.

Instructions for Determining the Overall Assessment of a Standard:

Use the following guide to determine the overall assessment for a standard:

1. If all criterion requirements are "Meets", then rate the entire standard as "Meets".
2. If any criterion requirement is "Needs Improvement", then rate the entire standard as "Needs Improvement".

Policy and Procedure Monitoring Provider Attestation

CE Administrators will attest to each statement in the CESARS program.

ACPE Policies and Procedures*

Section V – CPE Operations Policies and Procedures

Attestation Statement: As the Continuing Pharmacy Education (CPE) Administrator on record with ACPE, on behalf of our organization, I attest that we implement and follow the most current *ACPE Continuing Pharmacy Education Provider Accreditation Program Policies and Procedures Manual: A Guide for ACPE-accredited Providers*. We understand that our organization must have a policies and procedures manual defining the organization's processes to implement the policies and procedures and CPE Standards. We acknowledge that ACPE may request to review and evaluate the entire manual or specific sections at any time, as part of the evaluation process, or as a component of a subsequent monitoring report.

Additionally, as the CPE Administrator, I attest that our organization's process for awarding CPE credit is through the online submission of activity and participant information via CPE Monitor®.

CPE Administrator's Signature	Date
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The following list identifies the selected policies and procedures that relate to operational requirements for CPE activities (Section V).

Policies & Procedures – Section V		Meets Criterion	Needs Improvement
1.0	CPE Administrator 1a. Responsibilities 1b. Administrative Change	The CPE Administrator and, where utilized, other professional staff supplied evidence of continuing professional development (CPD) as it relates to the competencies of CE professionals. <div style="text-align: right;">Meets <input type="checkbox"/></div>	The provider has no documentation about the CPE Administrator's or other professional staff's continuing professional development (CPD). <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>
2.0	CPE Activities 2a. Knowledge-based (K) 2b. Application-based (A) 2c. Certificate Program (previously named Practice-based) (CP)	Meets requirements per attestation statement unless Needs Improvement column is checked.	Needs Improvement <input type="checkbox"/>
3.0	Joint Providership		Needs Improvement <input type="checkbox"/>

Policies & Procedures – Section V		Meets Criterion	Needs Improvement
4.0	CPE Activity Announcement Literature** 4a. Activity Announcement Materials 4b. Multiday conference brochures	All of the selected activity announcements contain all required elements as measured by the Monitoring of Activity Announcements checklist. Or at least one recent activity announcement contained all required elements as measured by the activity announcement checklist. Meets for All <input type="checkbox"/> or Meets for at Least One <input type="checkbox"/>	Every selected activity announcement is missing at least one required element as measured by the activity announcement checklist. Needs Improvement <input type="checkbox"/>
5.0	Continuing Education Credit 5a. Live CPE activities 5b. Home study CPE activities 5c. Partial credit	Meets requirements per attestation statement unless Needs Improvement column is checked.	Needs Improvement <input type="checkbox"/>
6.0	Recordkeeping		Needs Improvement <input type="checkbox"/>
7.0	Awarding CPE Credit 7a. Technical Specifications Guide 7b. Statements of Credit for Other Health Care Professionals 7c. Administrative Warning 7d. Awarding Late Credit		Needs Improvement <input type="checkbox"/>
8.0	Financial Resources		Needs Improvement <input type="checkbox"/>
9.0	Provider Web Tool 9a. Change in Administrator 9b. Accreditation Certificate 9c. Activity Description Forms (ADF) 9d. Universal Activity Numbers (UAN) 9e. Late Activity Description Form		Needs Improvement <input type="checkbox"/>
10.0	Fees		Needs Improvement <input type="checkbox"/>
11.0	Organization Name Change or Merger		Needs Improvement <input type="checkbox"/>
12.0	Substantive Change Policy		Needs Improvement <input type="checkbox"/>

****Additional Materials:** please see the following pages for directions and requirements for P&P 4.0.

*Terminology: This document will use the phrase ‘pharmacists and technicians’ as the recipients for CPE activities. Please note that it is acceptable for some providers to design CPE activities for pharmacists only; to design CPE activities for pharmacy technicians only; and, for some providers to design CPE activities for both pharmacists and pharmacy technicians.

**Policy and Procedure 4.0 - Monitoring
Activity Announcements Checklist**

Directions:

Providers: (1) please indicate with a check mark (✓) in the grid below if the required items are included on the activity announcement along with any additional explanatory comments (if needed) **AND** (2) physically identify and label each of the items on the submitted activity announcements.

Reviewers: please evaluate the provider’s self-assessment by verifying the items listed below against the submitted activity announcements.

Activity Announcements Required Items	CPE Activity A	CPE Activity B	CPE Activity C
A. Objectives: verbs must elicit or describe observable or measurable behaviors on the part of participants. (Avoid “understand,” “learn,” etc.) *			
B. Type of activity, i.e., knowledge, application, certificate program*			
C. Target audience(s) that may best benefit from participation in the activity			
D. Faculty member(s) name, degree, and title/position*			
E. Fees for the activity			
F. Schedule of the educational activities			
G. The amount of CPE credit, specified in contact hours or CEUs			
H. The official ACPE logo, used in conjunction with the statement identifying the accredited provider sponsoring the activity: “The [name of accredited provider] is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education.” (Optional: listing the ACPE-accredited or non-accredited co-sponsor - if applicable)			
I. The ACPE Universal Activity Number assigned to the activity with the appropriate target audience designation (‘P’ and/or ‘T’) in the activity UAN			
J. A full description of all requirements established by the provider for successful completion of the CPE activity and subsequent awarding of credit (e.g., passing a post-test at a specified proficiency level, completing an activity evaluation form, participating in all sessions or certain combinations of sessions that have been designed as a track, NABP e-PID number, month/day of birth for submission to CPE Monitor®, etc.).			
K. Acknowledgment of any organization(s) providing financial support for any component of the educational activity of the CPE activity			
L. For home study activities: the initial release date and the expiration date.			
M. For Virtual events: Access to System requirements: The Internet browser(s) supported and minimum versions of each required by the learner to complete the online activity; The minimum memory, storage, processor, and internet speeds require by the learner to complete the online activity			

*Note: for multi-day conferences, the learning objectives may be listed for the overall conference instead of individual activities on the activity announcement. The items with an asterisk must be listed in the final conference program if they are not listed on the activity announcement. If the items are not listed in the respective locations, then the item should be rated as 'Needs Improvement.'

Standard 2: Gap Analysis

Criterion and Evidence	Meets Criterion	Needs Improvement
Gap Identification Process (Attach description of how gaps are identified.)	The provider describes the process of how knowledge, skill, or practice gaps are identified. Meets <input type="checkbox"/>	The provider does not have a process of identifying knowledge, skill, or practice gaps. Needs Improvement <input type="checkbox"/>
Gap Analysis (Attach evidence of gaps identified.)	The provider identifies a gap between what pharmacists and/or pharmacy technicians currently do and what is needed and desired in practice. Meets <input type="checkbox"/>	The provider does not identify gaps between what pharmacists and/or pharmacy technicians do and what is needed or desired in practice. Needs Improvement <input type="checkbox"/>
Educational Need(s) for Pharmacists (Attach description of educational need(s) that cause the identified gap.)	The provider determines the cause(s) of the identified practice gap(s) for pharmacists, e.g., lack of knowledge, skill, attitude, and/or experience. Meets <input type="checkbox"/> or N/A (CPE not offered for pharmacists) <input type="checkbox"/>	The provider does not determine cause(s) of the identified practice gap(s) for pharmacists, e.g., lack of knowledge, skill, attitude, and/or experience. Needs Improvement <input type="checkbox"/>
Objectives Address Educational Need for Pharmacists (Attach evidence of how objectives are developed to address the identified educational need.)	The objectives are developed to specifically address the identified educational need and the activity type. Meets <input type="checkbox"/> or N/A (CPE not offered for pharmacists) <input type="checkbox"/>	The objectives do not address the identified educational need or the activity type. Needs Improvement <input type="checkbox"/>
Educational Need(s) for Pharmacy Technicians (Attach description of educational need(s) that cause the identified gap.)	The provider determines the cause(s) of the identified practice gap(s) for pharmacy technicians, e.g., lack of knowledge, skill, attitude, and/or experience. Meets <input type="checkbox"/> or N/A (CPE not offered for technicians) <input type="checkbox"/>	The provider does not determine cause(s) of the identified practice gap(s) for pharmacy technicians, e.g., lack of knowledge, skill, attitude, and/or experience. Needs Improvement <input type="checkbox"/>
Objectives Address Educational Need for Pharmacy Technicians (Attach evidence of how objectives are developed to address the identified educational need.)	The objectives are developed to specifically address the identified educational need and the activity type. Meets <input type="checkbox"/> or N/A (CPE not offered for technicians) <input type="checkbox"/>	The objectives do not address the identified educational need or the activity type. Needs Improvement <input type="checkbox"/>

If the rating is Needs Improvement, briefly explain the rationale:

Standard 3: Continuing Pharmacy Education Activities
Standard 4: CPE Activity Objectives

Criterion and Evidence	Meets Criterion	Needs Improvement
Activities Structured by Type for Pharmacists (Attach the policy and procedure or description of the process used to assign K, A, C activity type designators.)	The provider structures each CPE activity to meet the knowledge-, application- and/or certificate program-based educational needs of pharmacists. Meets <input type="checkbox"/> or N/A (CPE not offered for pharmacists) <input type="checkbox"/>	The provider does not have a structured process to assign each CPE activity to meet the knowledge-, application- and/or certificate program-based educational needs of pharmacists. Needs Improvement <input type="checkbox"/>
Content of Activity Appropriate for Pharmacists Note: Refer to the Definition of Pharmacy (Standard 1) and associated appendices for guidance on suitable content.	The objectives relate to content that is within the scope of practice for a pharmacist and are reflective of what a pharmacist will be able to do at the completion of the activity. Meets <input type="checkbox"/> or N/A (CPE not offered for pharmacists) <input type="checkbox"/>	The objectives relate to content that is not appropriate for a pharmacist. Needs Improvement <input type="checkbox"/>
Activities Structured by Type for Pharmacy Technicians (Attach the policy and procedure or description of the process used to assign K, A, C activity type designators.)	The provider structures each CPE activity to meet the knowledge-, application- and/or certificate program-based educational needs of pharmacy technicians. Meets <input type="checkbox"/> or N/A (CPE not offered for technicians) <input type="checkbox"/>	The provider does not have a structured process to assign each CPE activity to meet the knowledge-, application- and/or certificate program-based educational needs of pharmacy technicians. Needs Improvement <input type="checkbox"/>
Content of Activity Appropriate for Pharmacy Technicians Note: Refer to the Definition of Pharmacy (Standard 1) and associated appendices for guidance on suitable content.	The objectives relate to content that is within the scope of practice for a pharmacy technician and are reflective for what a pharmacy technician will be able to do at the completion of the activity. Meets <input type="checkbox"/> or N/A (CPE not offered for technicians) <input type="checkbox"/>	The objectives relate to content that is not appropriate for a pharmacy technician. Needs Improvement <input type="checkbox"/>
Knowledge-based Activities		
Knowledge-based CPE Purpose	Knowledge-based CPE activities are designed primarily for participants to acquire factual knowledge. Meets <input type="checkbox"/> or N/A (Knowledge-based CPE not offered) <input type="checkbox"/>	CPE activities that have been labeled as knowledge-based are not designed primarily for participants to acquire factual knowledge. Needs Improvement <input type="checkbox"/>
Knowledge-based CPE Credit (Reference activity announcements.)	The minimum credit for knowledge-based CPE is 15 minutes or 0.25 contact hours. Meets <input type="checkbox"/> or N/A (Knowledge-based CPE not offered) <input type="checkbox"/>	The provider incorrectly assigns credit to a knowledge-based CPE activity or misidentifies it as knowledge-based CPE when it is not. Needs Improvement <input type="checkbox"/>
Objectives for Knowledge-based CPE activities Note: Verbs for objectives must elicit or describe observable or measurable behaviors on the part of activity participants.	Objectives are measurable and specific for knowledge-based activities. Meets for All Activities <input type="checkbox"/> or Meets for at Least One Activity <input type="checkbox"/> or N/A (Knowledge-based CPE not offered) <input type="checkbox"/>	Objectives are consistently non-measurable and non-specific for knowledge-based activities. Needs Improvement <input type="checkbox"/>
Application-based Activities		

Application-based CPE Purpose	Application-based CPE activities are designed primarily for participants to apply the information learned in the allotted timeframe. Meets <input type="checkbox"/> or N/A (Application-based CPE not offered) <input type="checkbox"/>	CPE activities that have been labeled as application-based are not designed primarily for participants to apply the information learned in the allotted timeframe. Needs Improvement <input type="checkbox"/>
Application-based CPE Credit (Reference activity announcements.)	The minimum credit for application-based CPE is 30 minutes or 0.5 contact hours. Meets <input type="checkbox"/> or N/A (Application-based CPE not offered) <input type="checkbox"/>	The provider incorrectly assigns credit to an application-based CPE activity or misidentifies it as application-based CPE when it is not. Needs Improvement <input type="checkbox"/>
Objectives for Application-based CPE activities Note: Verbs for objectives must elicit or describe observable or measurable behaviors on the part of activity participants.	Objectives are measurable and specific for application-based activities. Meets for All Activities <input type="checkbox"/> or Meets for at Least One Activity <input type="checkbox"/> or N/A (Application-based CPE not offered) <input type="checkbox"/>	Objectives are consistently non-measurable and non-specific for application-based activities. Needs Improvement <input type="checkbox"/>
Certificate Program (previously named Practice-based) Activities		
Certificate Program CPE Purpose (Attach syllabus or describe how Certificate Program activities are designed to meet the listed requirements.)	Certificate program CPE activities are designed primarily for participants to systematically acquire specific knowledge, skills, attitudes, and performance behaviors that expand or enhance practice competencies. Meets <input type="checkbox"/> or N/A (Certificate Program CPE not offered) <input type="checkbox"/>	CPE activities that have been labeled as certificate programs are not designed primarily for participants to systematically acquire specific knowledge, skills, attitudes, and performance behaviors that expand or enhance practice competencies. Needs Improvement <input type="checkbox"/>
Certificate Program CPE Components	Certificate program CPE activities include a didactic component and a practice component. Meets <input type="checkbox"/> or N/A (Certificate Program CPE not offered) <input type="checkbox"/>	Certificate program CPE activities do not include either a didactic component or a practice component. Needs Improvement <input type="checkbox"/>
Certificate Program CPE Minimum Credit (Reference activity announcements.)	The minimum credit for certificate program CPE is 8 contact hours. Meets <input type="checkbox"/> or N/A (Certificate Program CPE not offered) <input type="checkbox"/>	The provider incorrectly assigns credit to a certificate program CPE activity or misidentifies it as certificate program CPE when it is not. Needs Improvement <input type="checkbox"/>
Objectives for Certificate Program CPE activities Note: Verbs for objectives must elicit or describe observable or measurable behaviors on the part of activity participants.	Objectives are measurable and specific for certificate program activities. Meets for All Activities <input type="checkbox"/> or Meets for at Least One Activity <input type="checkbox"/> or N/A (Certificate Program CPE not offered) <input type="checkbox"/>	Objectives are consistently non-measurable and non-specific for certificate program activities. Needs Improvement <input type="checkbox"/>

If the rating is Needs Improvement, briefly explain the rationale:

Standard 5: Standards for Integrity and Independence

Criterion and Evidence	Meets Criterion	Needs Improvement
Ensure Content is Valid		
<p>Content Validity [5.1]</p> <p>(Attach process for ensuring information presented is fair, balanced, and evidence based. Include supporting evidence.)</p>	<p>The provider ensures that CE is fair and balanced and clinical content presented supports safe, effective patient care.</p> <ul style="list-style-type: none"> All recommendations are based on current science, evidence, and clinical reasoning, while giving fair and balanced view of diagnostic/therapeutic options. All scientific research in CE conforms to the generally accepted standards of experimental design, data collection, analysis, and interpretation. The provider facilitates engagement with new/evolving topics without advocating for, or promoting, practices that are not, or not yet, adequately based on current science, evidence, and clinical reasoning. <p style="text-align: right;">Meets <input type="checkbox"/></p>	<p>The provider does not ensure that CE is fair, balanced and based on current science, evidence and clinical reasoning. Or scientific research in CE does not conform to the generally accepted standards of experimental design, data collection, analysis, and interpretation. Or CE content advocates or promotes practices that are not, or not yet, adequately based on current science, evidence, and clinical reasoning.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/></p>
Prevent Commercial Bias and Marketing in Accredited Continuing Education		
<p>Preventing Commercial Bias and Marketing [5.2]</p> <p>(Attach process for ensuring CE protects learners from commercial bias and marketing. Include supporting evidence.)</p>	<p>The provider ensures that CE protects learners from commercial bias and marketing.</p> <ul style="list-style-type: none"> All decisions related to planning, faculty selection, delivery, and evaluation are made without influence or involvement from the owners and employees of an ineligible company. CE activities are free of marketing or sales of products or services. Faculty do not promote or sell products or services that serve their professional or financial interests. Names or contact information of learners is not shared with any ineligible company or its agents without the explicit consent of the individual learner. <p style="text-align: right;">Meets <input type="checkbox"/></p>	<p>The provider does not ensure all decisions related to planning; faculty selection, delivery, and evaluation are made without influence or involvement from owners and employees of an ineligible company. Or the provider does not ensure CE activities are free of marketing or sales of products/services, including faculty promotion or sales of products/services that serve their professional or financial interests. Or the names or contact information of learners is shared with an ineligible company or its agents without the explicit consent of the individual learner.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/></p>
Identify, Mitigate, and Disclose Relevant Financial Relationships		
<p>Identify relevant financial relationships [5.3 (1-3)]</p> <p>(Attach evidence of identification of relevant financial relationships.)</p>	<p>The provider:</p> <ul style="list-style-type: none"> Collects information from all planners, faculty, and others in control of content about all financial relationships with ineligible companies within the prior 24 months, i.e. name of company and nature of relationship. Excludes owners or employees of ineligible companies. (Three exceptions to exclusion are outlined in the standard.) Identifies relevant financial relationships. <p style="text-align: right;">Meets <input type="checkbox"/></p>	<p>The provider does not collect information from all individuals in control of content about all financial relationships with ineligible companies within the prior 24 months or does not exclude owners/employees of ineligible companies or does not identify relevant financial relationships.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/></p>
<p>Mitigate relevant financial relationships [5.3 (4)]</p>	<p>Prior to the individuals assuming their roles, the provider takes steps to prevent all those with relevant financial relationships from inserting</p>	<p>The provider does not take steps to prevent all those with relevant financial relationships from inserting commercial bias into content. Or</p>

(Attach evidence of mitigation of relevant financial relationships.)	commercial bias into content. Steps taken are documented by the provider. <p style="text-align: right;">Meets <input type="checkbox"/></p>	mitigation does not occur prior to individuals assuming their roles. Or the provider does not document the mitigation steps taken. <p style="text-align: right;">Needs Improvement <input type="checkbox"/></p>
Disclose all relevant financial relationships to learners [5.3 (5)] (Attach evidence of disclosure to learners.)	The provider discloses the following to learners prior to engaging in the activity: <ul style="list-style-type: none"> a. Names of the individuals with relevant financial relationships. b. Names of the ineligible companies with which they have relationships. c. Nature of the relationships. d. A statement that all relevant financial relationships have been mitigated. e. If applicable, a statement of disclosure of absence of relevant financial relationship(s) (either individually or as a group). Ineligible companies' corporate or product logos, trade names, or product group messages are not included in disclosure to learners. <p style="text-align: right;">Meets <input type="checkbox"/></p>	The provider does not disclose relevant financial relationships on the part of all individuals in a position to control content. Or learners do not receive disclosure information before engaging with the activity. Or disclosure includes corporate or product logos, trade names, or product group messages of ineligible companies. <p style="text-align: right;">Needs Improvement <input type="checkbox"/></p>
Manage Commercial Support Appropriately		
<input type="checkbox"/> We Do Not accept commercial support for any directly or jointly provided CPE activities. (If checked, this section is not applicable.)		
Decision-making and disbursement [5.4 (1)] (Attach evidence of decision-making and disbursement, e.g. grant agreements, income/expense statements.)	The provider makes all decisions regarding receipt and disbursement of commercial support. <ul style="list-style-type: none"> a. Ineligible companies do not pay directly for any of the expenses related to the education or the learners. b. If commercial support is used to fund honoraria or travel expenses, it is only for planners, faculty, or others in control of content for those roles. c. Commercial support is not used to pay for travel, lodging, honoraria, or personal expenses for individual learners or groups of learners. d. If commercial support is used to defray or eliminate the cost of education, it is for all learners. <p style="text-align: right;">Meets <input type="checkbox"/></p>	The provider allows ineligible companies to influence decisions regarding the disposition and disbursement of commercial support. Or direct payment is given by ineligible companies to learners or those involved in the activity (e.g., planners, teachers, authors). The provider pays honoraria or expenses to learners. Or the provider uses commercial support to defray or eliminate the cost of the education for individual learners or groups of learners. <p style="text-align: right;">Needs Improvement <input type="checkbox"/></p>
Agreements [5.4 (2)] (Attach grant agreements for requested commercially supported activities.)	The provider uses agreements executed by the ineligible company and provider prior to the activity that specify the terms, conditions, and purposes of the commercial support. <p style="text-align: right;">Meets <input type="checkbox"/></p>	The provider does not use written agreements when commercial support is obtained, or the agreements do not document that the provider retains responsibility. Or the agreements are missing, unexecuted or completed after the activity. <p style="text-align: right;">Needs Improvement <input type="checkbox"/></p>

<p>Accountability [5.4 (3)]</p> <p>(Attach evidence of receipt and expenditure of commercial support, e.g., income/expense statements.)</p>	<p>The provider keeps a record of the amount or kind of commercial support received and how it was used.</p> <p>Meets <input type="checkbox"/></p>	<p>The provider does not keep a record of the amount or kind of commercial support or cannot produce accounting records.</p> <p>Needs Improvement <input type="checkbox"/></p>
<p>Disclosure to learners [5.4 (4)]</p> <p>(Attach evidence of disclosure to learners.)</p>	<p>The provider discloses to the learners the name(s) of the ineligible company(ies) that gave the commercial support, or the nature of the support if it was in-kind, prior to the learners engaging in the activity. Disclosure does not include the ineligible companies' corporate or product logos, trade names, or product group messages.</p> <p>Meets <input type="checkbox"/></p>	<p>The provider does not disclose to learners the name(s) of the ineligible company(ies) that gave the commercial support, or the nature of the support if it was in-kind. Or disclosure does not occur prior to learners engaging in the activity. Or disclosure includes corporate or product logos, trade names, or product group messages of ineligible companies.</p> <p>Needs Improvement <input type="checkbox"/></p>
Manage Ancillary Activities Offered in Conjunction with Accredited Continuing Education		
<p>Arrangements [5.5 (1)]</p> <p>(Reference evidence of arrangements made to separate marketing from continuing education, e.g., agreements.)</p>	<p>The provider ensures arrangements to allow ineligible companies to market or exhibit in association with accredited education are not:</p> <ol style="list-style-type: none"> Influencing any decisions related to the planning, delivery, and evaluation of the education. Interfering with the presentation of the education. A condition of the provision of financial or in-kind support from ineligible companies for the education. <p>Meets <input type="checkbox"/></p> <p>or N/A (Exhibits/Marketing not associated with CE) <input type="checkbox"/></p>	<p>Arrangements for marketing or exhibits by ineligible companies influence decisions related to the planning, delivery, and evaluation of the accredited education, or interfere with the presentation of the education, or are conditions of the provision of financial or in-kind support from ineligible companies for the education.</p> <p>Needs Improvement <input type="checkbox"/></p>
<p>Management [5.5 (2)]</p> <p>(Reference evidence of separation of marketing from continuing education, e.g., activity announcements, educational materials.)</p>	<p>The provider ensures that marketing by ineligible companies is kept separate from the educational activity.</p> <ul style="list-style-type: none"> Live: Marketing, exhibits, and non-accredited education developed by or with influence from an ineligible company or with planners or faculty with unmitigated financial relationships do not occur in the educational space within 30 minutes before or after an accredited activity. Print, online, or digital: Learners are not presented with marketing while engaged in the activity or made to click through, watch, listen to, or be presented with product promotion or product-specific advertisement in order to engage with CE content. <p>Educational materials do not contain any marketing produced by or for an ineligible company, including corporate or product logos, trade names, or product group messages.</p> <p>Meets <input type="checkbox"/></p>	<p>The provider does not ensure that marketing by ineligible companies is kept separate from the educational activity.</p> <ul style="list-style-type: none"> Live: Marketing and non-accredited education occur in the educational space within 30 minutes before or after an accredited activity. Print, online, or digital: Learners are presented with marketing while engaged in the activity. Or learners must click through, watch, listen to, or be presented with product promotion or product-specific advertisement in order to engage with educational content. <p>Or educational materials contain marketing produced by or for an ineligible company, including corporate or product logos, trade names, or product group messages.</p> <p>Needs Improvement <input type="checkbox"/></p>

Management [5.5 (3)]	The provider does not allow ineligible companies to provide access to, or distribute, CE to learners. Meets <input type="checkbox"/>	The provider allows ineligible companies to provide access to or distribute CE to learners. Needs Improvement <input type="checkbox"/>
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If the rating is Needs Improvement, briefly explain the rationale:

**CPE Standards: Section II -- Delivery
Standard 6: Faculty**

Criterion and Evidence	Meets Criterion	Needs Improvement
Faculty Selection (Attach a description of the faculty selection process; include relevant evidence.)	Faculty members are selected on their knowledge of the subject matter [by the time of the CPE activity]; experience and teaching ability; and ability to meet the educational needs of the learners. Meets <input type="checkbox"/>	Faculty members are selected based on convenience or ability to draw a large audience rather than knowledge of the subject matter, experience and teaching ability; or ability to meet the educational needs of the participants. Needs Improvement <input type="checkbox"/>
Faculty Support Guidance (Attach a description of verbal guidance along with written guidance documents.)♦	The provider communicates, collaborates and assists faculty regarding the identified educational needs, developing material and handouts and engages faculty in a dialogue giving verbal and written guidance. Guidance includes preparing pharmacists to provide patient-centered collaborative care as described in the Pharmacists' Patient Care Process. Meets <input type="checkbox"/>	The provider gives little information to assure that the faculty member will be an effective educator. Little or no written faculty guidance is given aside from acceptance letters and activity logistics. Needs Improvement <input type="checkbox"/>
Faculty Guidance for Objectives	Verbal and written information is provided to faculty to ensure that CPE activities meet ACPE's Standards for developing objectives. Meets <input type="checkbox"/>	The provider gives little information to educate and assures that the faculty member will develop specific and appropriate objectives. Little or no written faculty guidance is given aside from acceptance letters and activity logistics. Needs Improvement <input type="checkbox"/>
Faculty Guidance for Learning Assessment	Verbal and written information is provided to faculty to assure that CPE activities meet ACPE's Standards for incorporating appropriate assessments of learning into CPE activities. Meets <input type="checkbox"/>	The provider gives little information to educate and assures that the faculty member will provide appropriate and constructive feedback to learners. Little or no written faculty guidance is given aside from acceptance letters and activity logistics. Needs Improvement <input type="checkbox"/>
Faculty Guidance for Active Learning	Verbal and written information is provided to faculty to assure that CPE activities meet ACPE's Standards for incorporating active learning opportunities into CPE activities. Meets <input type="checkbox"/>	The provider gives little information to educate and assures that the faculty member will incorporate active learning techniques. Little or no written faculty guidance is given aside from acceptance letters and activity logistics. Needs Improvement <input type="checkbox"/>

If the rating is Needs Improvement, briefly explain the rationale:

♦ Written guidance 1) includes administrative information (letters of agreement, disclosure forms, information about activity logistics, etc.); 2) describes the characteristics of the audience; 3) explains faculty's role in assuring that activities meet ACPE's expectations for developing learning objectives, active learning, learner assessment and feedback, etc.; and 4) promotes effective educational practice with articles and readings on teaching and learning, and on developing and incorporating active learning exercises and learning assessments into activities.

Standard 7: Teaching and Learning Methods

Criterion and Evidence	Meets Criterion	Needs Improvement
Active Participation in Live CPE (Attach a description of what is done to foster active participation of learners in live activities; include examples of actual learning materials.)	The provider designs and implements learning activities to foster active participation as a component of <u>live</u> CPE instructional approaches using a variety of techniques including pre- and post-testing, quizzes, case studies, simulation exercises, problem-solving, group discussion, etc. Meets <input type="checkbox"/> or N/A (live CPE not offered) <input type="checkbox"/>	<u>Live</u> CPE activities present information with few structured opportunities for the participants to interact with each other, with the faculty, or work with the information for the purpose of clarification, additional learning, practicing what they are learning, or evaluating whether they have met activity objectives. Needs Improvement <input type="checkbox"/>
Active Participation in Home Study CPE (Attach a description of what is done to foster active participation of learners in home study activities; include examples of actual learning materials.)	The provider designs and implements learning activities to foster active participation as a component <u>home study</u> CPE instructional approach using a variety of techniques including pre- and post-testing, quizzes, case studies, simulation exercises, problem-solving, etc. Meets <input type="checkbox"/> or N/A (home study CPE not offered) <input type="checkbox"/>	<u>Home study</u> CPE activities present information with few structured opportunities for the participants to work with the information for the purpose of clarification, additional learning, practicing what they are learning, or evaluating whether they have met activity objectives. Needs Improvement <input type="checkbox"/>
Objectives Matched to Active-Learning Activity (Attach evidence of how objectives are addressed by active learning.)	In general, the objectives are addressed by an active learning activity. Meets <input type="checkbox"/>	The objectives are not addressed by an active learning activity. Needs Improvement <input type="checkbox"/>

If the rating is Needs Improvement, briefly explain the rationale:

Standard 8: Educational Materials

Criterion and Evidence	Meets Criterion	Needs Improvement
<p>Educational Materials for Each CPE Activity</p> <p>(Attach educational materials from the activities.)</p>	<p>The provider offers educational materials (e.g., handouts, outlines, background material, selected bibliographies, audiovisual aids, etc.) for each CPE activity.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p>	<p>Educational materials are not offered for each CPE activity.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/></p>
<p>Educational Materials for Achieving Objectives</p>	<p>The educational materials enhance participants' ability to achieve the performance objectives; foster application to pharmacy practice; serve as guidance; provide additional sources of information; and include reference tools useful in practice.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p>	<p>The educational materials are unlikely to enhance participants' ability to achieve the performance objectives; are unlikely to foster application to pharmacy practice; do not serve as guidance; do not provide additional sources of information; or do not include reference tools useful in practice.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/></p>

If the rating is Needs Improvement, briefly explain the rationale:

**CPE Standards: Section III -- Assessment
Standard 9: Assessment of Learning**

Criterion and Evidence	Meets Criterion	Needs Improvement
Learning Assessment Required (Attach a description of how participants are evaluated on activity objectives and include learning assessments with participant results.)*	The provider and faculty include learning assessments in each CPE activity for participants to assess the content learned. Meets <input type="checkbox"/>	The provider does not use a mechanism to allow all participants to assess the content learned. Or the assessment questions ask participants whether they have met objectives rather than directly testing their knowledge. Needs Improvement <input type="checkbox"/>
Learning Assessment Required for Credit (Attach a description of how learning assessments are documented for credit.)	Participants complete a learning assessment for CPE credit. Meets <input type="checkbox"/>	The provider does not use a learning assessment as the basis for awarding CPE credit. Needs Improvement <input type="checkbox"/>
Learning Assessment for Knowledge-based CPE	Knowledge-based CPE activities include assessment questions to determine recall of facts. Meets <input type="checkbox"/> or N/A (Knowledge-based CPE not offered) <input type="checkbox"/>	Knowledge-based CPE activities do not include assessment questions to determine recall of facts. Needs Improvement <input type="checkbox"/>
Learning Assessment for Application-based CPE	Application-based CPE activities include case studies structured to address application of the principles learned. Meets <input type="checkbox"/> or N/A (Application-based CPE not offered) <input type="checkbox"/>	Application-based CPE activities lack case studies structured to address application of the principles learned. Needs Improvement <input type="checkbox"/>
Learning Assessment for Certificate Program CPE	Certificate Program CPE activities include formative and summative assessments that demonstrate that the participants achieved the stated objectives. Meets <input type="checkbox"/> or N/A (Certificate Program CPE not offered) <input type="checkbox"/>	Certificate Program CPE activities lack formative and summative assessments that demonstrate that the participants achieved the stated objectives. Needs Improvement <input type="checkbox"/>
Objectives Are Assessed (Attach evidence of how objectives are covered by a learning assessment.)	In general, the objectives are covered by a learning assessment. Meets <input type="checkbox"/>	The objectives are not covered by a learning assessment. Needs Improvement <input type="checkbox"/>

If the rating is Needs Improvement, briefly explain the rationale:

* The provider may select formal and informal techniques for assessment of learning. Informal techniques typically involve participant discussions. Formal techniques, such as tests and quizzes, are typically individualized, written, and graded.

Standard 10: Assessment Feedback

Criterion and Evidence	Meets Criterion	Needs Improvement
<p>Appropriate, Constructive Feedback to Learners</p> <p>(Attach a description with examples of how feedback is provided to participants.)</p>	<p>Learner assessment feedback is provided to participants in an appropriate and constructive manner.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p>	<p>Learner assessment feedback is not provided to participants in an appropriate or constructive manner. For example, faculty or teaching materials prompt students with the correct answers for the purpose of passing the test rather than learning and applying the material. (e.g., a presenter saying, "... this concept is REALLY important, and you might see it again, SOON.")</p> <p>Opportunities to cheat are present. (e.g., giving answers to questions before post tests are collected.)</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/></p>
<p>Timely Feedback to Learners</p>	<p>Learner assessment feedback is provided to participants in a timely manner.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p>	<p>Learner assessment feedback is not provided to participants in a timely manner.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/></p>
<p>Feedback to Learners Consistent with objectives and CPE Type</p>	<p>Learner feedback is consistent with the objectives and activity type. For example, feedback may include</p> <ul style="list-style-type: none"> • the correct response to questions for Knowledge-based CPE; • correct evaluation of case studies for Application-based CPE; or • formative and summative assessments used to demonstrate that the participant achieved the stated objectives for Certificate Program CPE. <p style="text-align: right;">Meets <input type="checkbox"/></p>	<p>Learner feedback is not consistent with the objectives or activity type.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/></p>

If the rating is Needs Improvement, briefly explain the rationale:

Organization and Clarity of the Self-Assessment Report

Please evaluate the overall organization and clarity of information in the provider’s report to assist in improving the quality of future reports.

	Meets Criterion	Needs Improvement
Organization of the Self-Assessment Report	A response and relevant supporting documentation are supplied for each criterion. The information is organized in a logical manner.	Information is difficult to find. Sections are not well labeled, paginated or incorrectly numbered. The provider does not respond to requests for information for all criteria or responds in a terse, dismissive or uninformative manner. Narrative responses or documentation appear deceptive.
	Meets <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>

If the rating is Needs Improvement, briefly explain the rationale:

Summary of the Evaluation of All Standards

Please complete this summary (●) **after** evaluating the individual standards using the CPE Evaluation Form. This summary will be helpful for creating the Consensus Evaluation which contains the reviewers' overall assessment of the CPE Provider and for reporting the reviewers' findings to the provider in the Action and Recommendations Report.

Standard	Meets	Needs Improvement
<i>POLICIES AND PROCEDURES</i>		
1. Attestation Items	<input type="radio"/>	<input type="radio"/>
2. Activity Announcement Checklist Items	<input type="radio"/>	<input type="radio"/>
<i>CONTENT OF CONTINUING PHARMACY EDUCATION ACTIVITIES</i>		
1. Achievement of Mission and Goals of the CPE Program	<input type="radio"/>	<input type="radio"/>
2. Gap Analysis	<input type="radio"/>	<input type="radio"/>
3. Continuing Pharmacy Education Activities and	<input type="radio"/>	<input type="radio"/>
4. CPE Activity Objectives	<input type="radio"/>	<input type="radio"/>
5. Standards for Integrity and Independence	<input type="radio"/>	<input type="radio"/>
<i>DELIVERY OF CPE ACTIVITIES</i>		
6. Faculty	<input type="radio"/>	<input type="radio"/>
7. Teaching and Learning Methods	<input type="radio"/>	<input type="radio"/>
8. Educational Materials	<input type="radio"/>	<input type="radio"/>
<i>ASSESSMENT</i>		
9. Assessment of Learning	<input type="radio"/>	<input type="radio"/>
10. Assessment Feedback	<input type="radio"/>	<input type="radio"/>
<i>EVALUATION</i>		
11. Evaluation of CPE Activity	<input type="radio"/>	<input type="radio"/>
<i>Organization and Clarity of the Report and Evaluation Form</i>	<input type="radio"/>	<input type="radio"/>