

**ENRICH VIC**

**PROGRAM HANDBOOK**

ENSURING A COMPETENT PHARMACY PROFESSION  
THROUGH CONTINUING PROFESSIONAL DEVELOPMENT

PHARMACY BOARD OF VICTORIA



# ENRICHVIC PROGRAM HANDBOOK

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## Introduction

*“CPD is defined as the responsibility of individual pharmacists for systematic maintenance, development and broadening of knowledge, skills and attitudes, to ensure continuing competence as a professional, throughout their careers.”<sup>1</sup>*

The establishment of the ENRICHVIC program aims to ensure a competent pharmacy profession. This will allow the Pharmacy Board of Victoria to assure the public that pharmacists are maintaining their competence and as a result promote the profession in a changing health environment.

Pharmacists recognise the community demand for accountability and the demonstration of professional competence.

**The Pharmacy Board of Victoria seeks cooperation from pharmacists to demonstrate a commitment to life-long learning that represents the most tangible and measurable sign of competency.**

## What is ENRICHVIC?

The program is more than completing professional development requirements. The program asks pharmacists to:

- Consider their competence
- Evaluate and develop areas of competency requiring attention
- Demonstrate a commitment to life-long and adult learning principles
- Document their CPD activities

The letters of ENRICH do not stand for anything other than the meaning of the word itself. The program offers pharmacists the opportunity to continually improve their practice of pharmacy.

General registration is the normal registration category required to practise as a pharmacist in Victoria and commitment to the ENRICHVIC process will be one of the indicators the Board will use when renewing general registration for pharmacists.

CPD is what most pharmacists are doing every day. CPD is not just about undertaking courses, as much of pharmacists' learning is undertaken as part of everyday practice. New situations arise in practice settings and pharmacists must ensure their professional standards are competent in such circumstances.

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<sup>1</sup> International Pharmaceutical Federation (FIP) Statement of Professional Standards Continuing Professional Development.

Learning about new situations or initiatives should impact on everyday work if it is to be of any benefit to both consumers and pharmacists. It is therefore important to reflect on what a pharmacist actually does and learns.

It does not matter how pharmacists learn, there are many different learning styles - reading, learning from colleagues, courses delivered in a range of ways - as long as what is learned is used to improve the area in which a pharmacist practices.

Therefore the ENRICHVIC program will allow pharmacists to:

- Identify the current activities in which they practise
- Measure their own competence against competency standards in the eight areas for which there are recognised benchmarks
- Acknowledge that they can learn in a variety of ways
- Undertake learning in order to:
  - identify, develop and manage new and changing practice areas; and
  - further develop skill-sets
  - undertake learning (CPD) to keep up to date
- Acknowledge learning achieved
- Recognise and evaluate the outcomes of their learning.

The Pharmacy Board of Victoria is committed to providing the support necessary to ensure that **all pharmacists** will be able to meet the requirements for registration.

## Acknowledgement

The Pharmacy Board of Victoria acknowledges the assistance of the Pharmacy Board of South Australia in allowing the adoption of aspects of the South Australian ENRICH program, in the development of ENRICHVIC.

# What will I need to do to?

## An overview of ENRICHVIC

### Stage 1.

(see page 8)

#### **Reflect on your current practice. Review your competencies**

Read the Competency Standards Assessment Tool (refer booklet 2) and identify the specific areas relevant to your area of practice. Record your competencies to help select appropriate CPD activities.



### Stage 2.

(see page 10)

#### **Formulate a plan to meet your CPD requirements**

Determine the desired outcomes of your proposed CPD activity and identify suitable resources.



### Stage 3.

(see page 10)

#### **Implement your CPD plan and document progress**

These may be devised by yourself (using the guidelines in this Handbook) or may be activities developed and delivered by registered education providers.



### Stage 4.

(see page 10)

#### **Evaluate and review CPD to determine whether desired outcomes have been achieved**

You should evaluate whether the desired outcomes have been achieved. Calculate your CPD points / hours. Keep all documentation for each step of the ENRICHVIC cycle and maintain a summary of activities for the year in case you are asked to submit details as part of the Board's audit process.

(Refer to the pro-forma recording sheets in Appendix 5 (Learning Plan – 4 Stage Record Sheet), Appendix 6 (ENRICHVIC Activity Recording Sheet) and Appendix 7 (Annual ENRICHVIC CPD Activity Summary)).

## Aims and Objectives of the ENRICHVIC Program

The Pharmacy Board of Victoria's ENRICHVIC program aims to assist pharmacists to maintain and improve the quality of pharmacy services provided to consumers/patients and to promote the highest possible standards of pharmacy practice to the public.

Specifically, ENRICHVIC **aims** to:

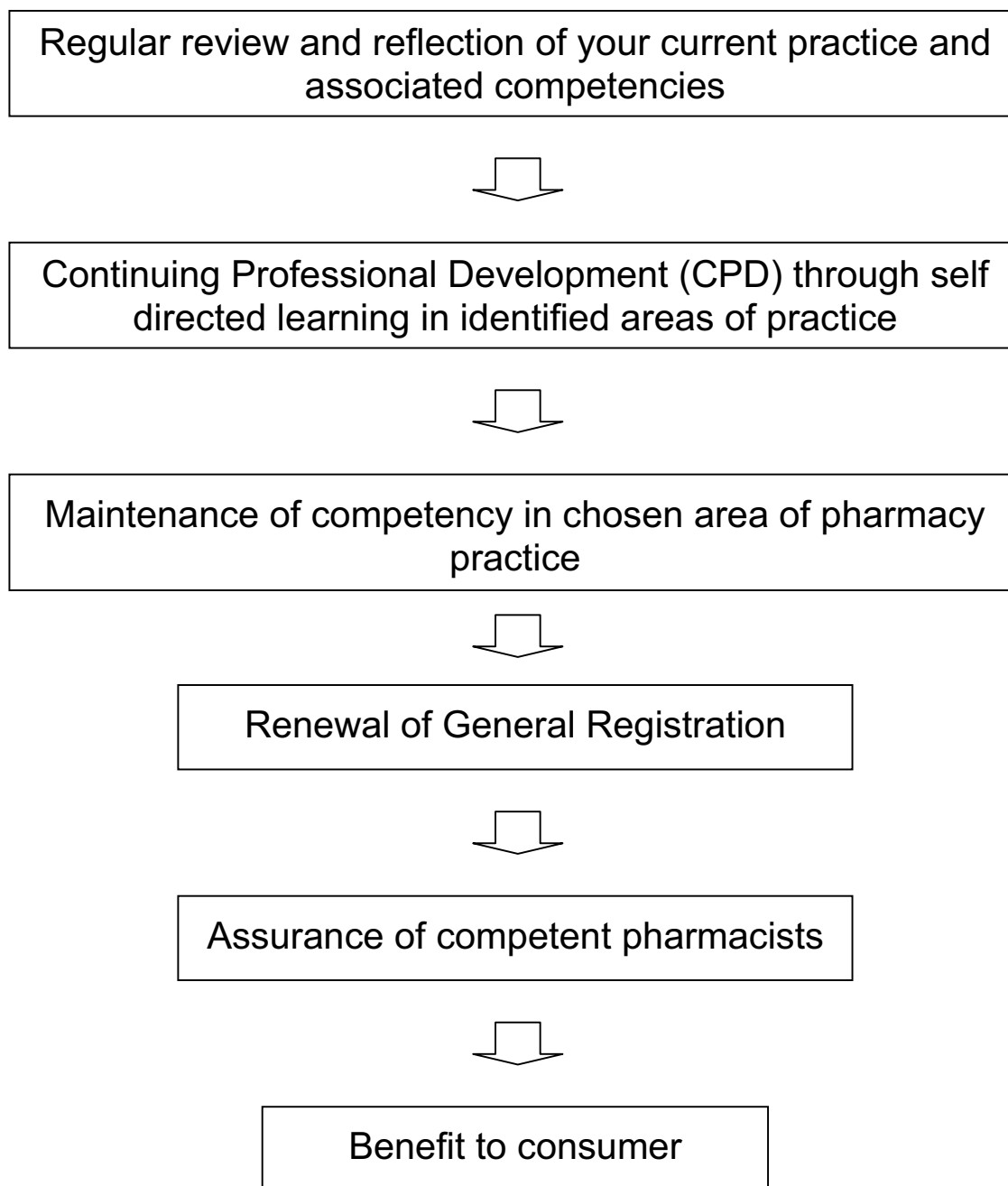
- Provide encouragement for ongoing study
- Provide encouragement for the development and application of knowledge processes and techniques in pharmacy practice settings
- Encourage effective collaboration and communication in pharmacy practice settings
- Encourage continual development and application of information technology skills
- Enhance the understanding of ethical and social issues that are part of pharmacy practice settings
- Encourage an understanding of the relationships between pharmacy and the wider community.
- Develop the personal skills of cooperation and responsibility appropriate for effective investigation and problem solving

## The Process of the ENRICHVIC Program

Research tells us that learning is most useful to a professional when the professional identifies their own particular needs, chooses their own preferred learning style to gain knowledge and decides how to apply the knowledge.

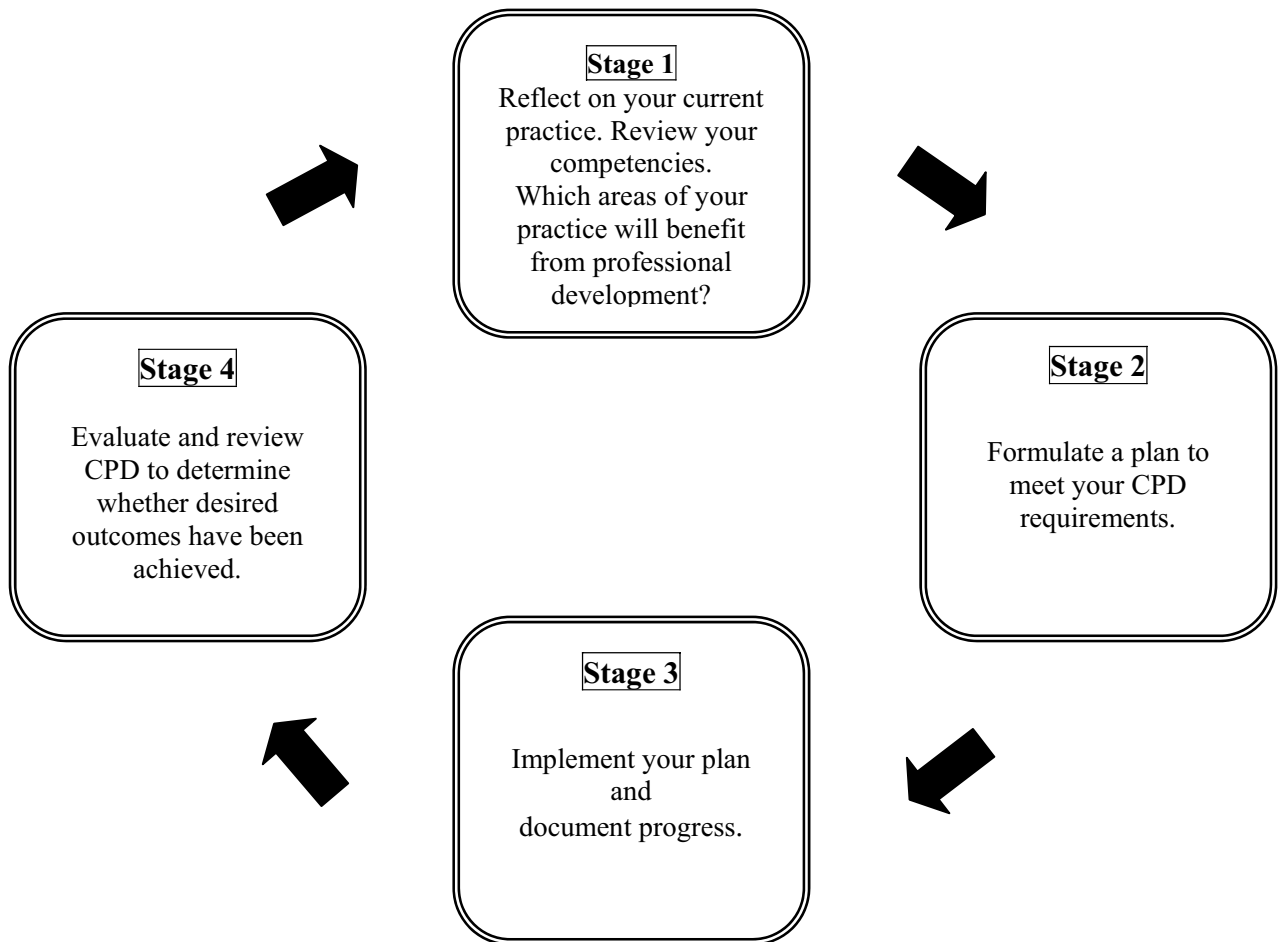
Therefore, pharmacists will have the opportunity to incorporate activities in their CPD which may be self-motivated activity derived from an identified need within their own practice or may be education offered by traditional service providers on topics of general and particular interest to pharmacists.

## The Process of the ENRICHVIC Program



*Fig 1 – Diagrammatic representation of ENRICHVIC program*

The ENRICHVIC program is based on a four stage cyclical process similar to a quality assurance cycle. This process links the competencies required of pharmacists to continuing professional development.



*Fig 2 – ENRICHVIC  
4 stage process*

The four stage ENRICHVIC process enables you to update, maintain and develop your competency by:

- Identifying your individual learning needs
- Acknowledging that we learn in a variety of ways in the workplace
- Removing the need to merely complete a fixed number of hours of continuing education.

## STAGE 1 – Reflect on your current practice. Review your competencies

### Which areas of your practice will benefit from professional development?

The first stage of the ENRICHVIC program is where you reflect on what you do as a pharmacist, and how you do it. By the time you have completed this stage you will have:

- Assessed your own competence against the competency standards for the area of pharmacy in which you work; and have
- Identified the areas where you believe your CPD will most benefit your practice.

What is competence?

***Competence is the ability to do a task to a set standard on a repeatable basis***

To be a competent pharmacist you must be able to complete a required task to the defined standard and to do this on every occasion that the task arises. This is why competency standards have been developed – so that there is a measurable standard for each of us to evaluate ourselves.

In Australia there are eight Functional Areas of Competency for pharmacists<sup>2</sup> covering the significant functions of pharmacy practice. These are

Functional Area 1 – *Practise pharmacy in a professional and ethical manner;*  
Functional Area 2 – *Manage work issues and interpersonal relationships in pharmacy practice;*  
Functional Area 3 – *Promote and contribute to optimal use of medicines;*  
Functional Area 4 – *Dispense medicines;*  
Functional Area 5 – *Prepare pharmaceutical products;*  
Functional Area 6 – *Provide primary health care;*  
Functional Area 7 – *Provide medicines and health information and education;*  
Functional Area 8 – *Apply organisational skills in the practise of pharmacy.*

Each Functional Area of Competency describes a broad area of professional performance. Each Functional Area contains a number of Competency Units. The roles and activities of pharmacists in the practice setting are described in further detail by Elements of Competency listed under each Competency Unit. The Elements aim to integrate the knowledge, skills, attitudes and other important attributes of professional performance in the practice setting.

<sup>2</sup> Competency Standards for Pharmacists in Australia 2003

When new pharmacists are registered, they must demonstrate competency in all eight Functional Areas. Some pharmacists may find that some of the standards no longer apply to their current area of practice.

**Pharmacists, if they wish, need only direct their efforts with regard to CPD into their current practice area to be eligible for annual general registration.**

When you read the *Competency Standards Assessment Tool* (refer booklet 2) you will be able to reflect on what your current practice entails and review your competencies. You will need to reflect on the activities described in each standard and ask:

- What evidence could I offer to indicate that I can do this activity?
- Do I perform this activity, as it is described in the competency standards, every time in daily practice?

If pharmacists plan to change their current practice and provide different pharmacy services, they must meet their obligations under the Act and comply with Board policies in relation to changing pharmacy services (refer [www.pharmacybd.vic.gov.au](http://www.pharmacybd.vic.gov.au)). In undertaking the Board's requirements, which may include supervised practice and assessment, a pharmacist should plan and access appropriate education activities to support them in their transition.

It should be noted that contemplation of competency standards is not the only way to organize a direction for CPD. **Reflecting on your everyday practice is also vitally important to highlight areas of interest and also identify deficiencies in these activities.** Some examples of these activities include:

- Specific practice problems or patient issues that have occurred  
e.g. a request for a new drug or device
- Management or business issues
- Discussion with colleagues
- Feedback from others including consumers, colleagues and other health professionals
- Preparation of teaching tools for pre-registrant and undergraduate students
- New income stream identified  
e.g. undertaking medication reviews

This process, based both upon the competency standards and self reflection, allows you to contemplate the areas of practice that require CPD. Even if there is competence with a standard, there is no reason why CPD cannot be directed in that area if there is likely to be a benefit for the work performed on a daily basis in that setting.

## **STAGE 2 – Formulate a plan to meet your CPD requirements**

Having decided which areas of CPD need to be undertaken, it is important to establish the mechanism for undertaking learning programs in order to meet the competency standards.

How will you achieve your learning goals? Some learning goals may require considerable planning and others may require far less planning.

Your plan should include some of the following processes:

- Describe the nature of the learning plan and its desired outcomes
- Investigate available resources
- Develop a list of resources required to undertake the learning plan

(Refer to the examples in Appendix 3 and to the pro-forma recording sheets in Appendix 5 (Learning Plan – 4 Stage Record Sheet)).

## **STAGE 3 – Implement a plan and document progress**

When the learning plan is undertaken this should involve both the activity of learning and the recording of the outcomes of that learning.

As with many plans, it is sometimes not until the process is under way that it is possible to make a true assessment of exactly what needs to be done. It is completely justifiable to change the path of the CPD structure to allow learning to carry on in a different direction, or through a different set of processes, if that is appropriate.

**The most important part of the implementation stage is to document your progress. This allows you to clearly identify what you are doing, where you are up to and what still needs to be done.**

(Refer to examples in Appendix 3 and to the pro-forma recording sheets in Appendix 5 (Learning Plan – 4 Stage Record Sheet), Appendix 6 (ENRICHVIC Activity Recording Sheet) and Appendix 7 (Annual ENRICHVIC CPD Activity Summary)).

## **STAGE 4 – Evaluate and review CPD to determine whether desired outcomes have been achieved**

Evaluation is the time when each pharmacist will review the CPD undertaken to determine if the outcomes resulting from the learning are of a worthwhile nature.

Some of the questions below will help you to assess how successful your learning has been. For instance:

- Have the desired outcomes been achieved?
- Did these desired outcomes improve my practice as a pharmacist?
- What were the benefits and limitations of the learning?
- Has my learning been tested?
- What direction do I take from here?

At this stage, a pharmacist will have undertaken one complete cycle of the ENRICHVIC process. Of course, this is a lifelong learning process, and one that continues as long as a pharmacist practises pharmacy.

The completion of each cycle enables a pharmacist to:

- Meet the requirements of professional development and competency
- Meet the needs of the consumer and the wider community
- Constantly improve the pharmacy practice setting in which they operate.

Keep all documented information relating to these four stages - it will be required at a later stage as part of the Board's audit of pharmacists.

Pharmacists are expected to develop and maintain an ENRICHVIC folio containing relevant information about their learning program.

## What are CPD Points?

ENRICHVIC CPD Points are the measurable indicator attached to the various aspects and components of CPD.

It is a system that allows quantification of the amount of CPD that has been undertaken during each registration year.

The Board recognises that CPD is not a direct assessment of competence, but the process is recognised by the Board as an indication of a pharmacist's intention to remain competent in their current area of practice.

The ENRICHVIC program attempts to target and focus this development towards goals that have been developed through the four stage process. The resulting documented evidence is then suitable for gaining CPD Points. Refer to Appendix 2 (CPD Point Allocation Guide) and the pro-forma recording sheets in Appendix 5 (Learning Plan – 4 Stage Record Sheet) and Appendix 6 (ENRICHVIC Activity Recording Sheet) and Appendix 7 (Annual ENRICHVIC CPD Activity Summary).

These points are the same points allocated by the Pharmaceutical Society of Australia for their programs and as hours by The Society of Hospital Pharmacists of Australia.

## What Does a Pharmacist Need to do when seeking General Registration each year?

The process of applying for renewal of general registration will involve each pharmacist making a Personal Declaration of Competency.

Pharmacists may decide to either:

- Declare competency; or
- Declare competency with the opportunity to identify, for attention during the following year, the areas of practice where professional development could be of benefit.

As previously stated, continuing professional development (CPD) is the process by which a professional person maintains the quality and relevance of professional services throughout his or her working life. CPD should be professionally focused and whether certain aspects of a pharmacist's practice can be identified as benefiting from CPD or not, each pharmacist should incorporate the principles of lifelong learning into their regular professional activities.

The Pharmacy Board of Victoria anticipates each pharmacist will achieve 20 CPD Points or Hours each year as an indication of eligibility for renewal of registration in the following calendar year. Special consideration may be provided upon application to the Board (refer to p. 13 'Time Out').

To maintain a degree of diversity not more than 15 CPD Points can be gained from one particular type of CPD activity. Non- assessed and self-assessed CPD journal reading may each account for a maximum of 5 CPD Points per year. The Pharmacy Board has chosen not to limit activities that may be included in the ENRICHVIC program, but may not accept points or hours based on material where credibility or appropriateness are found to be an issue.

Overall, pharmacists should exercise discretion as to the appropriate nature of activities including the content of material.

If any doubt exists as to the acceptability for CPD Points regarding particular material, please contact the Pharmacy Board of Victoria.

**When lodging an application for renewal of general registration, a pharmacist is required to declare on their application form, the number of CPD points which have been accumulated during the current registration year. Pharmacists must also attach their Annual ENRICHVIC CPD Activity Summary (refer Appendix 7). This will require pharmacists to correctly and accurately maintain their summary sheet throughout the year.**

## Time Out

The Board recognises there are many reasons why pharmacists will choose not to practise whilst having general registration or change to non-practising registration or not renew their registration. Such reasons include pregnancy, raising children, travel, further study or a change in career path. When a pharmacist wishes to return to the practice of pharmacy, the following criteria will be used by the Board for the granting of general registration.

Seeking renewal of general registration after less than one year absence from practice will require no action other than completing the appropriate application process.

Should absence from practice amount to a period of greater than one year and less than two years, then a pharmacist will be required to gain thirty CPD points in the twelve months after being granted the new general registration.

The Board will consider any approach with regard to not being able to meet the minimum requirements of the ENRICHVIC program that is based on compassionate grounds. Each application will be considered on a case by case basis.

If a pharmacist with general (practising) registration has not practised for a period greater than two years, then in accordance with the Act, either at renewal time or during the period of registration, he/she must notify the Board of the details of training undertaken or proposed training to ensure competence to practise. This may include details of continuing professional development. The Board will advise pharmacists in this situation whether additional requirements should be completed before a pharmacist may return to practice. Further information regarding the Board's policies on pharmacists returning to practice is detailed on the Board's website.

## **The Board has a statutory obligation to ensure that pharmacists fulfil their responsibility.**

Audit by random sample is to be conducted on an annual basis, where pharmacists will be asked to provide appropriate documentation of what they have done to maintain and improve their competency in their particular area of pharmacy practice.

If a pharmacist is unable to provide evidence the Board may then proceed with a peer review of the pharmacist's CPD, conducted at the pharmacist's own expense.

## Documentation to be maintained for audit purposes

Pharmacists should maintain accurate CPD records as all relevant documentation must be provided to the Board if audited. This may include (but is not limited to):

- Annual ENRICHVIC CPD Activity Summary (refer Appendix 7)
- All ENRICHVIC Activity Recording Sheets (refer Appendix 6)
- All learning plans – 4 Stage Record Sheets (refer Appendix 5)
- Any electronic summaries of CPD activities provided by CPD providers
- Certificates of completion of any courses undertaken if provided (e.g. Level 2 first aid certificate)
- Evidence of meetings conducted with pharmacists or health care professionals if the outcomes of those meetings result in change to practice (e.g. record of attendance signed by attendees and issues covered)
- A list of journal articles or reference material read
- Evidence of self assessments undertaken

## Frequently Asked Questions

**What are other CPD activities if I find it difficult to attend lectures and courses?**

- Practice Audit
- Investigations
- Peer Support
- Workshops
- Conferences
- Meetings
- Preceptor roles
- Poster presentation
- Further Study
- On-line learning
- Podcasts
- Supervision / Attachments
- First Aid, CPR
- QCPP CQI maintenance
- Action for accreditation

**Do I have to be a member of a professional organisation and undertake their CPD programs?**

No. See the above options for CPD activity.

**What if I cannot accumulate the minimum 20 CPD points in one year?**

The Board will discuss with you, a plan for CPD activity to be undertaken in the next registration year

**Can I just undertake journal reading to meet the requirements of ENRICHVIC?**

No. There is a cap on reading as pharmacists are expected to undertake a range of CPD activities as part of their learning plan.

**I attended a training event conducted by a particular company. This covered the company's product range. Can I count this as CPD?**

Pharmacists are expected to carefully evaluate the content and outcomes of any activity undertaken. Refer to Appendix One for more guidance on this issue.

**Can I do extra CPD this year to cover me if I don't have time to undertake any next year?**

No. ENRICHVIC is an annual program and pharmacists are required to address their CPD needs on an annual basis as means of maintaining competence.

**I am a preceptor for an intern (pre-registrant). Can I accumulate any CPD points through this activity?**

Yes. Refer to Appendix Two for further guidance.



## Notes



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