

## Step 1

Start to rate the impact of your learning by first evaluating its contribution towards the quality and expansion of your practice by considering its importance and likely impact.

Consider how you expect your learning to contribute to the improved quality or expansion of your practice, benefit patients, improve your service or contribute to your organisation (within your professional role as a pharmacist). You should also consider if not undertaking this learning would contribute to a negative outcome. What impact will this CPD have on your practice? Is it negligible, substantial, or somewhere in between? Use the statements in the table below to do this.

<b>Anticipated Impact and Importance of Learning</b>				
<b>Negligible</b>	<b>Minor</b>	<b>Moderate</b>	<b>Major</b>	<b>Substantial</b>
Your learning may refresh your knowledge in an area you are already familiar with & currently using in your practice	Your learning will refresh your knowledge in an area you are already familiar with & currently using in your practice. Any new knowledge or skills gained are minor.	Your learning will refresh your knowledge in an area you are already familiar with & currently using in your practice. You will gain some new knowledge and skills but you do not consider these to be significant.	There will be a sizeable gain in new knowledge/skills to add to your current knowledge or skills that will result in considerable application and/or changes to your practice	There will be substantial gain in new knowledge and/or skills that will result in significant application and/or changes to your practice
No or minimal benefit to, or positive impact on, patients and/or users of your service or products	Minor benefit to, or positive impact on, a small number of patients and/or users of your service or products	Moderate benefit to, or positive impact on, a moderate number of patients and/or users of your service or products	Major benefit to, or positive impact on, a large number of patients and/or users of your service or products	Substantial benefit to, or positive impact on, a very large number of patients and/or users of your service or products
No or minimal importance to organisation	Minor benefit or importance to organisation	Moderate benefit or importance to organisation	Major benefit or importance to organisation	Substantial benefit or importance to organisation
Able to meet requirements of Competence Standards	Able to meet requirements of Competence Standards. but may be time to do some further learning	Able to meet requirements of Competence Standards, but is now time to do some further learning and skill development	Can only partially or inconsistently meet requirements of Competence Standards	Cannot meet requirements of Competence Standards.
Consequences of NOT undertaking this CPD would be negligible → minimal effect on treatment or service,	Consequences of NOT undertaking this CPD would be minor → Overall treatment or service suboptimal,	Consequences of NOT undertaking this CPD would be moderate → Treatment or service has considerably reduced effectiveness,	Consequences of NOT undertaking this CPD would be serious → Non-compliance with accepted best practice with significant risk to patients or critically lowered standard of service.	Consequences of NOT undertaking this CPD would be critical → Totally unacceptable level or quality of treatment/service,

## Step 2

The next step is to estimate how often you think you are going to use your learning. Learning that you will use frequently or for a greater number of patients is probably going to be more important than learning that you may only use occasionally. Do you expect to use this learning rarely, frequently or somewhere in between?

Use the statements in the table below to do this.

Anticipated Frequency of use and Application of Learning				
Rare	Infrequent	Occasional	Probable	Frequent
Unlikely to use in current practice but potential for use in exceptional circumstances	Do not expect to use in current practice but it is possible it may do so	May reasonably be expected to use occasionally in current practice	Will probably use in current practice on a more regular basis.	Will definitely use in current practice probably frequently and regularly.
Rarely impacts on a very few patients	Infrequently impacts on a few patients	Occasionally impacts on a small number of patients	Regularly impacts on a reasonable number of patients	Frequently impacts on a large number of patients
Use: expected to be applicable within 6+ years	Use: expected to be applicable possibly within 2 – 5 years	Use: expected to be applicable possibly two or three times within 1 – 2 years	Use: expected to be applicable probably up to four times within next 12 months	Use: expected to be applicable immediately or within next 3 months.


## STEP 3: Linking Anticipated Impact and Importance of Learning and frequency to determine relevance of CPD to improving your practice:


The point at which impact and importance and frequency meet helps determine relevance of the proposed learning to practice and tangible positive effects on that practice.

They are linked together to calculate the relevance of learning using the table below. The greater the impact and importance and the more likely the learning is to used, the more relevant the learning will be and therefore result in improved and expanded practice.

The shading of the area where the two dimensions meet represents the comparative relevance of the planned learning. A 'green' square represents learning that has low current relevance and low priority, while a 'red' square represents learning that is highly relevant and of current significance.

	Negligible	Minor	Moderate	Major	Substantial
Frequent	Moderate	High	Significant	Significant	Significant
Probable	Moderate	Moderate	High	Significant	Significant
Occasional	Low	Moderate	High	High	Significant
Infrequent	Low	Moderate	Moderate	Moderate	High
Rare	Low	Low	Low	Moderate	Moderate

Increasing Relevance 



Enter this score on your group 3 CPD sheet in the Reflection section.