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Welcome and contents

Congratulations on your new role as a GP practice pharmacist and welcome to the General practice pharmacist training pathway (GPPTP). This handbook will provide you with lots of helpful information about the learning pathway provided by CPPE.

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Section 1

About CPPE

The Centre for Pharmacy Postgraduate Education (CPPE) is part of the Manchester Pharmacy School, within the Faculty of Medical and Human Sciences at the University of Manchester. CPPE has responsibility for provision of continuing professional development for pharmacists and pharmacy technicians on the General Pharmaceutical Council (GPhC) register, providing NHS and public health services in England. CPPE is leading the General practice pharmacist training pathway (GPPTP) for clinical pharmacists on the NHS England pilot.

CPPE’s mission statement is:

**Provider of educational solutions for the NHS pharmacy workforce across England, to maximise their contribution to improving patient care.**

We have made a commitment to meet the aims set out in our mission statement by:

- providing high-quality professional learning programmes
- delivering an excellent customer-focused service
- working successfully as part of the CPPE team.

CPPE’s corporate governance and how we operate is explained in *CPPE: A guide to governance and quality* which you can find under the About CPPE tab on the homepage of our website. To underpin our mission statement we have developed five core values.

**CPPE values**

- Commitment to improve and achieve
- Commitment to communication
- Commitment to encouraging others
- Commitment to openness and honesty
- Commitment to working together

Have a look at our CPPE values document to find out more: [https://www.cppe.ac.uk/wizard/files/about_cppe/cppe_values.pdf](https://www.cppe.ac.uk/wizard/files/about_cppe/cppe_values.pdf)
Section 2

General practice pharmacist training pathway

The General practice pharmacist training pathway (GPPTP) will equip clinical pharmacists to deliver patient-facing services integrated within the multidisciplinary general practice team. The comprehensive training pathway will focus on person-centred consultations, implementing the four principles of medicines optimisation\(^1\), medication review, communication and leadership. The pathway learning will support demonstration of new roles in general practice to benefit patient care.

Health Education England (HEE), through CPPE, is leading the provision of the training pathway for all pharmacists employed in the NHS England bid sites. The programme will be flexible to meet the needs of all the pharmacists recruited into these key primary care team roles.

HEE is making a substantial investment in this learning, recognising NHS England’s unprecedented investment in developing clinical pharmacy in general practice that will create posts for more than 400 pharmacists\(^2\). The training will pilot changing the available support and post-qualification learning experience for a significant number of GP clinical pharmacists.

The national learning pathway Developing clinical pharmacists in general practice (third edition) describes the vision, core principles and themes of the training pathway. It can be accessed here: [https://www.cppe.ac.uk/wizard/files/developing_career/cppe%20hee%20general%20practice%20pharmacist%20learning%20pathway%203rd%20edition.pdf](https://www.cppe.ac.uk/wizard/files/developing_career/cppe%20hee%20general%20practice%20pharmacist%20learning%20pathway%203rd%20edition.pdf)

### Vision

The GPPTP pathway will train GP clinical pharmacists to work in general practice who will:

- offer patient-facing and person-centred consultations
- work within a multidisciplinary general practice team, offering outcome-focused medication review for people with multimorbidities taking multiple medicines
- focus on high priority, common and long term conditions or a broad range of medical conditions dependent on local need
- improve access to primary care, which supports people to manage their own health, medicines and long terms conditions
- deliver medicines optimisation and offer high-quality, safe and cost-effective prescribing expertise
- deliver clinics via patient appointments or as drop-in services
- support enhanced liaison and closer working with local community pharmacy
- deliver NHS England priorities and plans for medicines optimisation, health and wellbeing.

### Core principles

The core principles supporting this pathway will ensure the GP clinical pharmacists will:

- be trained in a supervised setting supported by education providers and supervisors
- be given protected learning time (up to 28 days over the 18 month pathway) including study days and self-study
- identify their learning needs in relation to the pathway themes and develop a personal development plan (PDP) to prioritise their learning throughout the 18 month pathway


be supported via local personal support (eg, mentoring, shadowing, learning sets, peer support)
work towards an independent prescribing qualification, if not held
build on existing models of pharmacist work in GP practice
develop an advanced practice portfolio and submit the portfolio to the Royal Pharmaceutical Society (RPS) Faculty at the end of the 18 month pathway
use established competency frameworks alongside this pathway:
  o RPS Advanced Pharmacy Framework (APF)
  o Single Competency Framework for Prescribers
  o Consultation skills for pharmacy practice: practice standards for England
  o Any relevant clinical pharmacy specialist group framework

Pathway themes

The pathway themes are as follows:

1. Fundamentals of general practice
2. Prescribing (a) person-centred, safe and quality prescribing, and (b) formal accredited prescriber qualification (via higher education institutions (HEIs) as defined by the GPhC)
3. Clinical assessment, examination and monitoring
4. Consultation and communication skills
5. Long term condition management specialties
6. Common ailments management
7. Medicines optimisation, multimorbidity and polypharmacy
8. Evidence-based medicine and safety
9. Leadership and management

GP clinical pharmacists will need to demonstrate that they have developed knowledge, skills, experience and behaviours for the nine core GPPTP themes. Each pharmacist will have different knowledge, skills and experience on entering the pathway which will have an impact on their individual learning needs and their personal development plan (PDP). The pathway is designed to be used flexibly to take into account of differences in prior experience and the different roles of clinical pharmacists and senior clinical pharmacists.

FAQs

Frequently asked questions about the General practice pharmacists training pathway can be found here: https://www.cppe.ac.uk/wizard/files/developing_career/gpptp-faq.pdf
Section 3

Your learning throughout the pathway

Congratulations on your new role as a GP practice pharmacist and welcome to the General practice pharmacist training pathway (GPPTP). The education pathway will equip you with the necessary knowledge, skills, behaviours and experience for your general practice role. The pathway offers a comprehensive programme of residential study courses, study days, small group learning sets, resources for self-directed study, assessment and support.

Induction residential course

The aim of the General practice pharmacist training pathway induction residential is to provide an intensive introduction to the core skills required for your GP pharmacist role.

The four-day induction residential brings together a cohort of 40 GP clinical pharmacists. You will be introduced to the General practice pharmacist training pathway and will participate in learning sessions on multi-morbidity and polypharmacy, consultation skills, hands-on medical examination techniques, developing leadership and personal development planning.

The induction residential creates the opportunity for you to network with other GP practice pharmacists and build strong collegiality to achieve success as part of the NHS England scheme.

Study days

CPPE will provide General practice pharmacist training pathway study days on a variety of clinical and professional topics across England. Study days currently in development include:

- Advanced clinical assessment skills (two days)
- Medication review in vulnerable people
- Medication safety
- Evidence-based medicine
- Clinical topics including type 2 diabetes, cardiovascular, respiratory, children's medicine, mental health, clinical 'what’s new?' updates
- Return to prescribing (GPPTP)
• Care homes – clinical and medication review
• A two day residential 12 months into the pathway will include leadership, complex multimorbidity, long term conditions and working with the multidisciplinary team

Study days will comprise a mixture of approaches including regional and national events. CPPE will deliver the study days in collaboration with other providers, including professional expert groups, eg, Pharmacy Voice, Royal Pharmaceutical Society, UK Clinical Pharmacy Association and Primary Care Pharmacists’ Association. CPPE will also make links with local HEE postgraduate GP medical education, HEE regional pharmacy teams and higher education institutions.

The learning pathway will be flexible to take into account your previous experience and background. You will be supported to identify your learning needs in relation to the nine pathway themes and create a personal development plan (PDP) to prioritise your learning. The flexible nature of the pathway ensures that it meets the needs of clinical pharmacists and senior clinical pharmacists. There will be a mixture of core study days for all pharmacists on the pathway and a menu of optional study days to choose from including study days specifically for senior clinical pharmacists.

You can find more details about GPPTP study days on the CPPE website: https://www.cppe.ac.uk/career/gpptp/study-days#navTop.

Online learning

The Canvas online learning platform will be a virtual ‘classroom’ and networking site throughout the 18-month pathway. We will provide you with Canvas login details so that you can access e-courses and other online learning.

Our General practice – the fundamentals of working with GPs e-course is available on Canvas. This e-course is an excellent introduction to working in a GP surgery. The e-course covers NHS structure and general practice, introduction to local general practice, medicines optimisation, medication review, prescribing and repeat prescribing, prescribing data, clinical information technology systems, audits, evidence-based use of medicines, working with the multidisciplinary team and patient-centred professionalism. This e-course will enable you to meet the knowledge, skills, experiences and behaviours in theme 1 of the national learning pathway: Developing clinical pharmacists in general practice. If you have previous experience of working in a GP practice, you will still find this e-course a useful resource. We have designed the course so that you can dip in and out and focus on the areas of learning that are most relevant to you.

Learning sets

You will participate in a local learning set of between 6 and 12 GP clinical pharmacists. The learning sets will be facilitated by a clinical mentor, will meet approximately once a month (from spring 2016) and will last for two hours. The learning sets will provide protected time for reflection on clinical practice and the opportunity to discuss individual cases in depth. The learning sets promote the development of a peer support network and provide the opportunity to critically review and improve practice. The learning sets will include a mixture of structured learning materials focusing on national priorities, eg, working with community pharmacy, antimicrobial resistance, people with learning disabilities – medication review, and type 2 diabetes as well as reflection on real life case studies from your own practice.

Work shadowing

Work shadowing involves observing a professional in their job to gain a better understanding of their role. The purpose of shadowing is to achieve an insight rather than hands-on experience. Work shadowing helps networking and collaboration with different healthcare professionals within your team and across primary and secondary care. You might want to shadow a GP, practice nurse or a specialist pharmacist if you are
considering extending your role. We recommend that you shadow a community pharmacist if you don’t have community pharmacy experience.

Work shadowing usually takes place over a short period, eg, half a day to one day. When undertaking work shadowing, plan in advance and identify what you want to learn in order to achieve as much as you can from the experience. You will need to justify any time allocated to work shadowing to your employer so planning objectives and outcomes will help communicate how the experience will support your induction and develop your skills. Any work shadowing completed will be in addition to the 28 protected education days and at the discretion of your workplace.

**Independent prescribing**

Independent prescribing is a key part of the general practice pharmacist role. Qualification as a non-medical prescriber will be provided by HEI providers with funding from local HEE.

You can find more information about independent prescriber courses and accredited programmes on the GPhC website: [http://www.pharmacyregulation.org/education/pharmacist-independent-prescriber](http://www.pharmacyregulation.org/education/pharmacist-independent-prescriber). If you are studying for the independent prescriber qualification you will require supervision from a designated medical practitioner (DMP). This is a separate role from the GP clinical supervisor. Further details about the role and responsibilities of a DMP are available from the chosen HEI providing the independent prescribing course.

If you are a qualified prescriber but not currently prescribing, you can attend a CPPE *Return to Prescribing* (GPPTP) study day.

**Assessment**

The general practice pathway will require four assessment stages:

- Assessment and self-evaluation stage 1 will include safeguarding e-assessment, the *Myers-Briggs Type Indicator* (MBTI®), clinical self-assessment and consultation skills. Full details can be found in the pre event booklet for the induction residential course.

- Assessment stages 2 and 3 will be completed during the 18 month pathway and will include consultation skills e-assessment, NHS healthcare leadership model self-assessment tool (before residential two), case-based discussions, practice-based assessment, 360° feedback, clinical assessment. We will produce factsheets to provide you with more information about assessment stages 2 and 3.

- Assessment stage 4 is application for RPS Faculty membership. We are working with the RPS Faculty to develop a Faculty handbook for GP practice pharmacists to support you with your Faculty application.
Support

A strong support structure underpins the learning pathway. Support will be delivered by a CPPE education supervisor, clinical mentor and workplace-based GP clinical supervisor.

You will have a named **CPPE education supervisor** who will ensure that you have an effective learning experience throughout the pathway. The education supervisor will achieve this by working with you to identify your learning and development needs and support you to produce a personal development plan (PDP). The education supervisor will provide feedback on progress in relation to goals within your PDP, track assessments, and conduct progress reviews to enable progression through the 18 month pathway. You will agree and sign a learning contract with your education supervisor (see page 9).

The **clinical mentor** is a senior pharmacist who will either have experience in general practice clinical work or relevant clinical responsibilities in a primary care position. They will act as a role model and provide group mentoring via the learning sets.

You will have a named **GP clinical supervisor** who will supervise you in the workplace, providing a rapid response to issues as they arise. The GP clinical supervisor will support role development and integration into the practice, and work with you to ensure safe management of workload. They will offer you feedback and may offer supervision such as developmental conversations and debrief after clinical sessions. They will also provide feedback on your progress to your education supervisor.

There is potential for close working between clinical pharmacists and GP tutors and trainees in terms of local joint learning, end-of-clinic debriefing and shared learning resources. Learning together will enhance concordance of practice and a team-based approach. CPPE is working with GP Deans and Directors across England to explore models for joint learning. As learners from more disciplines, at varying levels of experience, are placed in primary care, educators and learners will wish to develop inter-professional clinical education opportunities.
3.1: Learning contract

This learning contract is an agreement between the clinical pharmacist or senior clinical pharmacist and his/her education supervisor. It clearly describes the roles and responsibilities of each party throughout the GPPTP and commitments that they agree to make to each other. Your education supervisor will discuss the learning contract with you at the one month review meeting and both parties should sign and date the learning contract at this meeting. You and your education supervisor should both keep a signed copy of the learning agreement.

Part 1: The CPPE education supervisor’s undertaking

GP clinical pharmacist:

Workplace establishment:

I, ___________________________________________ (CPPE education supervisor’s name), make the following commitments to you,

_________________________________________ (GP clinical pharmacist’s name), for the duration of the General practice pharmacist training pathway.

I will:

- oversee training that will enable you to develop the skills, attitudes and knowledge defined by the GPPTP training pathway
- provide support so that you can identify your individual learning needs
- discuss the quality of evidence you are required to produce to satisfy the requirements of the training pathway
- conduct regular progress reviews and provide timely feedback
- review feedback from your GP clinical supervisor and clinical mentor to assess progress with your PDP
- treat you in a manner conducive to your learning. This will include:
  - giving you the opportunity to contribute and put forward your views
  - being approachable and providing support when needed, including referring you to a more appropriate person if required
  - supporting you to set goals for your development and adapt your personal development plan as required
  - encouraging and supporting you when you face challenges with your learning or in the workplace.
- welcome feedback from you on all aspects of the pathway, including performance of other staff and myself.

Signature of CPPE education supervisor: ___________________________________________

Date: ___________________
Part 2: The GP clinical pharmacist’s undertaking

GP clinical pharmacist:

Workplace establishment:

I, ___________________________________________ (GP clinical pharmacist’s name), make the following commitments to you

___________________________________________ (CPPE education supervisor’s name), for the duration of the General practice pharmacist training pathway.

I will:

- take responsibility for my own learning and development by:
  - familiarising myself with my own learning style
  - participating fully in the development of my learning and personal development plan
  - proactively seeking learning opportunities
  - being independent in finding solutions to problems, where possible
  - developing a portfolio of evidence to demonstrate my progress in relation to the GPPTP pathway
  - using the time allocated to me by my GP clinical supervisor to my best advantage
  - attending all agreed study days and completing pre-course work.
- adhere to local workplace policies and regulations
- ensure correct indemnity insurance is in place
- familiarise myself with the competences in the RPS Advanced Pharmacy Framework and compile a portfolio of evidence for application for Faculty membership
- respect and be prepared to learn from colleagues at all levels
- request and receive feedback and use it to help me to develop further
- provide honest and constructive feedback about the GPPTP and those running the programme, offer positive feedback and highlight any problems encountered
- ask for help if I am experiencing difficulties
- work towards an independent prescriber qualification if not already held.

Signature of GP clinical pharmacist: _________________________________

Date: ________________
3.2: Personal development planning

What is a personal development plan?

A personal development plan (PDP) is "a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development".\(^3\)

The purpose of the PDP is to encourage you to develop and plan for the future by becoming more aware of your capabilities and the opportunities around you.

You will use the *Developing clinical pharmacists in general practice* national learning pathway document for personal development planning, supported by your education supervisor, to guide your pathway learning. You will need to demonstrate that you have developed knowledge, skills, experience and behaviours for the nine core themes. Your learning needs will be influenced by your previous experience, your role as a clinical pharmacist or a senior clinical pharmacist and the priorities of the GP practice where you are working. Therefore it is important to develop a PDP to prioritise your learning throughout the 18 month training pathway. You can record your PDP on Canvas.

**Figure 1: The personal development planning cycle**

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Self-evaluation: where am I now?

- Make a self-assessment of your knowledge, skills, experience and behaviours for each of the nine pathway themes, eg, by undertaking a RAG (red, amber, green) rating
- Identify your strengths and development areas, eg, by undertaking a SWOT (strengths, weaknesses opportunities and threats) analysis in relation to your job description
- Identify your transferable skills from previous experience

Target setting: where do I want to be?

- Prioritise your learning and development needs
- Set milestones for 1, 3, 6, 12 and 18 months of the learning pathway (see section 3.3)

Set objectives/goals

- Ensure your objectives are SMART: specific, measurable, achievable, relevant and timely
- Think about how you will apply your learning to practice

Action planning: how will I get there?

- Identify how you can meet learning needs and objectives

Undertake learning: develop knowledge and skills

- Undertake GPPTP learning, eg, study days, workshops, learning sets, e-learning etc
- Undertake learning in the workplace, eg, work shadowing, case-based learning, being observed and receiving feedback on your practice
- Apply your learning to practice
- Reflect on your learning
- Document your learning and experiences in your portfolio

Evaluate and review

- Reflect on outcomes of your learning
- Evaluate your achievements
- Review progress in relation to your objectives
- Record your achievements in your RPS Faculty portfolio

The personal development planning cycle mirrors the CPD cycle of reflection, planning, action and evaluation. Throughout the cycle remember to record your learning as CPD.

Using your PDP throughout the learning pathway

Different people will approach the PDP in different ways. Some people will focus on the short term objectives and then come back to the PDP at regular intervals and identify future objectives. Some people will want to map out their learning for the 18-month pathway from the start. Whatever approach you take, remember that your PDP is not a static document and you will need to revisit and review your PDP at regular intervals.

The first review meeting with your education supervisor will be one month after your induction residential course. At this meeting you will agree your PDP with your education supervisor. You and your education supervisor will use your PDP to facilitate discussions about your progress through the pathway at the 3, 6, 12 and 18 month review meetings.
3.3: Pathway milestones

The second stage of personal development planning is setting targets for where you want to be at time periods along the learning pathway. Setting milestones will help you to prioritise how to demonstrate your progress against the national learning pathway, plan your learning, track progress with assessments, plan your RPS Faculty portfolio and monitor your progress at the GP practice.

We have developed recommended milestones for 1, 3, 6, 12 and 18 months after completion of your residential induction course. Milestones for the GPPTP core learning, progress reviews and assessments will be the same for all clinical pharmacists and senior clinical pharmacists on the learning pathway.

Milestones for general skill development, community pharmacy collaboration, medicines optimisation skills and patient-centred skills are likely to be different for clinical pharmacists who are new to GP practice, pharmacists with prior experience of working in a GP practice and senior clinical pharmacists. Therefore we have developed three milestones schematics to reflect these differences:

- Milestones for clinical pharmacists who are new to GP practice (see page 14)
- Milestones for clinical pharmacists with previous experience of working in a GP practice (see page 15)
- Milestones for senior clinical pharmacists (see page 16)

Choose the milestones schematic that most closely matches your experience and use it as guidance for your progression. Please don’t feel that the milestones or timescales are prescriptive, this is not our intention. We recognise that different pharmacists will achieve milestones at different rates so please use the schematics flexibly:

- If you can already demonstrate proficiency for any of the milestones, think about how to achieve the next step because the milestones build in complexity as you progress through the learning pathway.
- If you need to study for an independent prescribing qualification, you may want to defer some of the pathway learning and focus on your prescribing qualification.
- Set your own milestones linked to your job description and key performance indicators (KPIs) for the practice.
- The independent prescribing qualification is an important milestone for clinical pharmacists. We have not included independent prescribing qualifications in the milestones for senior clinical pharmacists because the majority will already be prescribers or working towards their prescribing qualification at the start of the pathway. Any senior clinical pharmacists who are not yet prescribers should prioritise obtaining a prescribing qualification.

Your milestones will:

- support your personal development plan and help you to track your progress throughout the learning pathway
- help you to prioritise how to demonstrate your progress against the national learning pathway
- facilitate progress review meetings with your education supervisor and GP clinical supervisor
- provide opportunities for evidence for your RPS Faculty portfolio, eg:
  - identifying patients at risk of medicine-related harm or admissions may provide evidence for ‘managing risk’ (competency 4.4 of the RPS Advanced Pharmacy Framework (APF))
  - demonstrating effective working across the interface and sharing resources may provide evidence for ‘collaborative working relationships’ (competency 2.2 of the AFP).
Worked in GP Practice GPPTP Milestones

**Progress review**

- **0 month**
  - Complete PDP & understand KPI

- **1 month**
  - Study days, learning within learning sets & residential 2

- **3 months**
  - Induction Residential

- **6 months**
  - Establish Faculty aspirational target & start preparation

- **12 months**
  - Review PDP

- **18 months**
  - Submit for Faculty assessment

**Assessments**

- **Stage 1**
  - Pre-residential course assessment

- **Stage 2**
  - 1-6 months
    - Establish network: practice, pharmacy & GPPTP colleagues
    - Demonstrate ability to communicate effectively - including in a conflict situation
    - Develop a shared understanding of LTC management & evidence based treatment

- **Stage 3**
  - 7-14 months
    - Integrate community pharmacists with the work of the wider MDT
    - Demonstrate effective working across interface - sharing resources with pharmacy
    - Complete medication safety audit and achieve reduction in medicines waste

- **Stage 4**
  - 15-18 months
    - Implement effective medicines reconciliation process
    - Demonstrate effective working across interface - sharing resources with pharmacy
    - Participate in strategies to reduce risk of medicines-related harm or admissions

**RPS Faculty preparation**

- General skills
  - Enrol on IP course or complete return to prescribing course
  - Promote and embed the role of pharmacist in the care of vulnerable patients

- Community pharmacy collaboration
  - Engage in peer review and feedback of others
  - Support the healthcare team to provide high quality, consistent provision to care homes

- Medicines optimisation (MO) skills
  - Overcome local barriers to change and support service improvement
  - Actively support the public health agenda & 'Nailing Every Contact Count' approach

- Patient centred skills
  - Influence patients & MDT regarding appropriate antibiotic use & self-care
  - Effectively support patients with complex needs
Section 4

Working in a GP practice

4.1: Induction checklist

The purpose of this checklist is to help you to settle in at your GP practice and work safely and effectively.

You may need to refer to the checklist over a number of weeks as your role develops over time. Complete a separate checklist for each GP practice you will be working in. You can download additional copies from Canvas.

When your induction is complete, please sign the declaration and keep a copy of this document for your records. If you identify any concerns during your induction discuss this with your education supervisor.

<table>
<thead>
<tr>
<th>About the practice</th>
<th>Date</th>
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<tbody>
<tr>
<td>Background of the practice</td>
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<tr>
<td>• History of the practice, eg, date the practice was set up, recent or future mergers with other practices</td>
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<td>• Number of sites</td>
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<td>• Dispensing/non-dispensing</td>
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<td>• Training/non-training practice</td>
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<td>Operation of the practice</td>
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<td>• Opening/closing procedures of the practice</td>
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<td>• Signing in/out process</td>
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<td>• Door codes for access</td>
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<td>• Out-of-hours services</td>
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<td>Practice profile</td>
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<td>• Number of GPs</td>
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<td>• Number of GP trainees (for training practices)</td>
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<td>• List size</td>
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<td>• Patient demographics</td>
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<td>• GPs with a special interest (GPwSI)</td>
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<td>• Nurse practitioners/ practice nurses</td>
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<td>• Healthcare assistants</td>
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<td>• Phlebotomist</td>
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<td>• Non-medical prescribers</td>
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<td>• Local pharmacies</td>
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<td>• Care homes</td>
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<td>• Associated staff – district nurses, community matrons, school nurses, etc</td>
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<td>• Staff direct reporting line</td>
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<tr>
<td>Contact details of manager</td>
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<td>Contact details of GP clinical supervisor</td>
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<tr>
<td>Tour of the practice including bathroom facilities and tea room</td>
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<tr>
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<td>Personnel administration</td>
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<tr>
<td>• Job description</td>
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<td>• Hours of work/Salary/Payment/Tax</td>
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<tr>
<td>• Performance review</td>
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</table>
Collection of documentation as per letter of offer as required by the practice, eg, passport, bank details, ID, etc

Pharmacist professional indemnity insurance
- Personal cover
- Clarify scope of cover provided by the practice

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<thead>
<tr>
<th>Policies and procedures</th>
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<tbody>
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<td>Mobile phones and use of internet policy</td>
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<td>Safeguarding lead, policy and procedures</td>
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<td>Review of Caldicott principles and practice privacy policy</td>
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<td>Confidentiality agreement</td>
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<td>Data protection training</td>
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<tr>
<td>Practice policy on equal opportunity and sexual harassment</td>
<td></td>
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<tr>
<td>What to do in the event of an incident or injury</td>
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<tr>
<td>Identify how to access the panic alarm</td>
<td></td>
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<tr>
<td>Practice policy on lifting heavy objects</td>
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<tr>
<td>Practice policy on smoking, drugs and alcohol</td>
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<tr>
<td>Policy for violent situations in the workplace</td>
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<tr>
<td>How to handle non-medical emergencies – fire, bomb threats</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Practice administration</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to other staff members</td>
<td></td>
</tr>
<tr>
<td>- Reception/administration staff</td>
<td></td>
</tr>
<tr>
<td>- Roles and responsibilities</td>
<td></td>
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<tr>
<td>- Days of work if part time</td>
<td></td>
</tr>
<tr>
<td>How to handle incoming and outgoing correspondence</td>
<td></td>
</tr>
<tr>
<td>The process for communication within the practice (tasks/notifications/emails)</td>
<td></td>
</tr>
<tr>
<td>Set up of e-mail account (nhs.net or GP practice account)</td>
<td></td>
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<tr>
<td>Telephone procedures</td>
<td></td>
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<tr>
<td>- Making calls/receiving calls</td>
<td></td>
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<tr>
<td>- Transferring calls</td>
<td></td>
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<tr>
<td>- Practice policy for leaving voicemail messages for patients</td>
<td></td>
</tr>
<tr>
<td>The frequency of, and procedure for, staff meetings</td>
<td></td>
</tr>
<tr>
<td>Schedule of practice/patient engagement forums/meetings</td>
<td></td>
</tr>
</tbody>
</table>
Information regarding relevant education/training available to clinical staff including any protected learning time events

### Patient management

**Patient management policy**
- Patient rights
- Treating patients with courtesy and respect
- Dealing with difficult patients
- Translation services

**The process for handling results, reports and clinical correspondence**

**Information about the practice recall and reminder system**

**The practice security policy for prescription pads and computer-generated prescription paper, letterhead, medical certificates, medications, patient health records and related patient health information including accounts**

**Prescribing protocol**
- Repeat prescribing
- Repeat dispensing
- Electronic prescription services
- Policy on use of medicine compliance aids/monitored dosage systems

**Administration of community pharmacy services**
- Prescription collection & delivery
- Referral to new medicine service (NMS) and medicines use review (MUR) services
- Action post NMS and MUR services

**Ordering and undertaking patient monitoring tests**

**Incident reporting form and procedure**

### Computer administration

**Information about privacy, confidentiality and security issues**

**Allocating the appropriate passwords and permissions**
- Desktop login
- Smart card access

**How to lock the computer and activate screensavers**

**Training on GP clinical system including appointments system, pathology system and any other relevant system**

**Details of GP practice intranet (if available) or shared drive and GP practice website**

**Introduction to local online resources – prescribing policies, guidelines and formularies from local CCG or area prescribing committee**
<table>
<thead>
<tr>
<th>Infection control</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify infection control lead in practice</td>
<td></td>
</tr>
<tr>
<td>Infection control process in practice</td>
<td></td>
</tr>
<tr>
<td>Establish current immunisation status and immunisation appropriate to duties</td>
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<tr>
<td>arranged</td>
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<tr>
<td>The management of sharps injury</td>
<td></td>
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<tr>
<td>The management of blood and body fluid spills</td>
<td></td>
</tr>
<tr>
<td>Information about hand washing/hand hygiene</td>
<td></td>
</tr>
<tr>
<td>Procedure for using/maintaining/cleaning and sterilising practice equipment</td>
<td></td>
</tr>
<tr>
<td>instruments</td>
<td></td>
</tr>
<tr>
<td>Procedure for safe storage and disposal of clinical waste</td>
<td></td>
</tr>
<tr>
<td>Procedure for handling, sorting, laundering and storing linen</td>
<td></td>
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<tr>
<td>Information about implementing standard and additional precautions</td>
<td></td>
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<tr>
<td>Information about how to prevent disease in the workplace by serology and</td>
<td></td>
</tr>
<tr>
<td>immunisation</td>
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<tr>
<td>Procedure on handling and using chemicals</td>
<td></td>
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<tr>
<td>Procedure for safe handling of pathology specimens</td>
<td></td>
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<tr>
<td>Process for storing, ordering, documenting and disposing of controlled and</td>
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<tr>
<td>restricted drugs</td>
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<tr>
<td>Process for storing, ordering, documenting and disposing of schedule 4 drugs</td>
<td></td>
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<tr>
<td>and pharmaceutical samples</td>
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</tr>
<tr>
<td>Process for checking, rotating and resupplying perishable medical supplies</td>
<td></td>
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<tr>
<td>Process for receiving and transporting vaccines</td>
<td></td>
</tr>
<tr>
<td>Cold chain policy and procedures</td>
<td></td>
</tr>
</tbody>
</table>

**Declaration**

I, __________________________, have received explanation or training in all of the areas listed in this induction program.

I acknowledge and understand the content of the items in this checklist, and I agree to abide by the processes detailed in the practice policy and procedure manual.

Signed: ______________________

Date: ________________________
4.2: Challenges and priorities

We have identified some challenges that you may face and some priorities for you to consider when starting your new role as a GP clinical pharmacist. We have linked these to the nine national learning pathway themes.

Fundamentals of general practice

- You need to ensure your indemnity insurance covers your entire scope of practice and find out about the cover for the practice.
- All practices will have different cultures. You may work across two or more practices so be aware of this. Find out about the relationships between GPs within a practice.
- You need to be mindful that you may get drawn into prescription management or cost-saving activities such as audit and switching; remember the NHS England priorities for these posts.
- It will be really important to build relationships with the CCG medicines management team in the early days to ensure they are clear about your role.

Prescribing

- You need to ensure your practice is supportive of you gaining an independent prescribing qualification, including providing you with a designated medical practitioner (DMP).
- Search out options for independent prescribing from local universities. Providers are listed on the GPhC website.
- If you are a prescriber and have not prescribed, you should attend the CPPE Return to Prescribing (GPPTP) course.
- If you are a prescriber, make sure you only expand your scope of practice when you are competent and confident.
- Be aware of pressures to prescribe (or make recommendations) for specific drug groups, eg, antibiotics, benzodiazepines, opioid analgesics, and know how to deal with this.

Clinical assessment skills

- Remember to act within your scope of practice and ensure you feel comfortable consulting with the patients the practice is asking you to see.
- Be clear with the practice about the range of your diagnostic skills.
- How confident are you to manage common ailments such as red eyes, migraine etc?
- How can GPs in your practice support your development and offer ‘end of clinic’ reviews?
- Ordering blood tests etc – identify which tests and referrals you can make and which require a medical request. As your scope of practice increases you may need to negotiate which tests you can order.

Communication

- You will have to communicate with a range of stakeholders outside the practice in community pharmacy, local and regional NHS, community services, local hospitals and care homes.
- Can you demonstrate that you meet the national practice standards for consultations skills for pharmacy?

Long term conditions

- Parity of esteem is paramount for the role of clinical pharmacists in practice; how will you support people with mental health issues?
- You need to think about how you embed the principles of self-care, collaborative care planning and consideration of social issues into your support for long term conditions.
- You will need to support concordance and consider deprescribing to reduce inappropriate polypharmacy.
Medicines optimisation

- Are you familiar with the RPS Principles of Medicines Optimisation?
- What actions will you take to reduce the risk from acute kidney injury?
- The risks of poor medicines use in care homes is well established – your practice will want you to work with doctors, nurses and care staff to improve medicines optimisation for these patients.
- What strategies will you adopt to support patients with multimorbidity issues?
- What will you do to reduce antimicrobial resistance and support local and national campaigns?

Evidence-based medicine

- Which therapeutic or disease areas will you prioritise to improve patient care and outcomes in your practice?
- Do you know how to find the best evidence to manage particular conditions?
- Do you know how to access local treatment guidelines and formularies?
- Do you need to refresh your knowledge of critical appraisal and awareness of the challenges of information from the pharmaceutical industry?

Leadership and management

- How can you demonstrate a leadership role in the practice and with local stakeholders?
- Do you know how you will contribute to a Care Quality Commission practice visit?
- A key part of the role is to develop and strengthen the relationship between community pharmacy and your practice. How will you go about doing this? Do you have any gaps in knowledge about the role of community pharmacists and the services they provide?
- The practice patient engagement group could be a great way to gain patient support for your role.
4.3: Alerting GP clinical pharmacists to issues of concern in the workplace

The purpose of this document is to identify potential issues of concern in the workplace for clinical pharmacists working in NHS England general practice pilot sites. Pharmacists who identify an issue listed below should seek help from one or all of the following people as appropriate:

- Senior clinical pharmacist in the NHS England general practice pilot site
- GP clinical supervisor
- CPPE education supervisor

<table>
<thead>
<tr>
<th>Engagement of GP practice team with pharmacist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacist has concerns that aspects of their practice induction programme are outstanding, eg, supervision arrangements or reporting procedures are unclear to the GP pharmacist or practice team</td>
</tr>
<tr>
<td>Pharmacist has concerns regarding a lack of clarity amongst the practice team in relation to their role, training needs, need for protected time for learning sets and study days – resulting in a lack of support or engagement</td>
</tr>
<tr>
<td>Pharmacist has concerns regarding poor rapport and/or lack of support from the wider practice team, especially if working with a number of practices</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role and expectations of pharmacist within the practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacist has concerns regarding the achievement of the local and national key performance indicators (KPIs)</td>
</tr>
<tr>
<td>Pharmacist has concerns that the scope and/or the quantity of work expected of them is unrealistic, unsafe or unachievable</td>
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<tr>
<td>Pharmacist has concerns that their inexperience or unfamiliarity with the general practice environment is limiting their confidence and progress</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Safe and effective clinical practice</th>
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</thead>
<tbody>
<tr>
<td>Pharmacist has concerns that they are not managing to achieve an effective working relationship or rapport with their GP clinical supervisor or senior clinical pharmacist</td>
</tr>
<tr>
<td>Pharmacist has concerns that the GP clinical supervisor or senior clinical pharmacist is difficult to contact for advice when needed</td>
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<tr>
<td>Pharmacist has concerns that the GP clinical supervisor seems unable to allocate regular and protected time for reviewing progress and providing supervision and support</td>
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<tr>
<td>Pharmacist has concerns due to frequent interruptions of review meetings with GP clinical supervisor</td>
</tr>
<tr>
<td>Pharmacist has concerns about personal safety whilst in the practice</td>
</tr>
<tr>
<td>Pharmacist has concerns that workplace supervision is insufficient to develop competence and confidence</td>
</tr>
<tr>
<td>Pharmacist has concerns about or is aware of inappropriate behaviours by other practice members that could undermine professional confidence</td>
</tr>
<tr>
<td>Pharmacist has concerns regarding a personal issue (such as their own or a family member’s health or relationship issue) that may affect their work or learning performance</td>
</tr>
<tr>
<td><strong>Learning and development</strong></td>
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<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>Pharmacist has concerns that the learning environment is not appropriate, eg, learning from critical incidents and near misses is not shared openly and transparently</td>
</tr>
<tr>
<td>Pharmacist has concerns regarding local opportunities within their training programme, eg, that they have limited access to multi-disciplinary events or meetings at the practice</td>
</tr>
<tr>
<td>Pharmacist feels that they are falling behind with their learning</td>
</tr>
</tbody>
</table>
Section 5: Contacting the CPPE GPPTP team

The management team for the General practice pharmacist training pathway (GPPTP) is Chris Cutts, director, CPPE, Ceinwen Mannall, national lead, GPPTP and four deputy leads. The diagram below describes the GPPTP team structure and contact details for the GPPTP team are listed below.

Who do I contact?

Your first point of contact will usually be your education supervisor. Before you contact your education supervisor, consider whether you can find out the answer yourself, or if your colleagues in your local learning set or on Canvas can quickly direct you to the answer.

Education supervisors work part time and respond to emails within three working days. If you are unable to contact your supervisor please contact the deputy lead for your region.

If you have any questions regarding the administration of the GPPTP (booking study days, transfer requests, cancellations, etc) contact Adam Peel.

Contact details

National lead

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ceinwen Mannall</td>
<td>7881668908</td>
<td><a href="mailto:Ceinwen.mannall@cppe.ac.uk">Ceinwen.mannall@cppe.ac.uk</a></td>
</tr>
</tbody>
</table>

North team

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Brown</td>
<td>07795223262</td>
<td><a href="mailto:Jane.brown@cppe.ac.uk">Jane.brown@cppe.ac.uk</a></td>
</tr>
<tr>
<td>Deborah Howard</td>
<td>07795223260</td>
<td><a href="mailto:Deborah.howard@cppe.ac.uk">Deborah.howard@cppe.ac.uk</a></td>
</tr>
<tr>
<td>Sarah Gough</td>
<td>07342067591</td>
<td><a href="mailto:Sarah.gough@cppe.ac.uk">Sarah.gough@cppe.ac.uk</a></td>
</tr>
<tr>
<td>Cath McClelland</td>
<td>07795223254</td>
<td><a href="mailto:Catherine.mcclelland@cppe.ac.uk">Catherine.mcclelland@cppe.ac.uk</a></td>
</tr>
<tr>
<td>Shannon Nickson</td>
<td>07795223256</td>
<td><a href="mailto:Shannon.nickson@cppe.ac.uk">Shannon.nickson@cppe.ac.uk</a></td>
</tr>
<tr>
<td>Alison Butt</td>
<td></td>
<td><a href="mailto:Alison.butt@cppe.ac.uk">Alison.butt@cppe.ac.uk</a></td>
</tr>
<tr>
<td>Helen Middleton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Khateja Malik</td>
<td></td>
<td></td>
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<tr>
<td>Sneha Varia</td>
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<tr>
<td>Neelam Sharma</td>
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<tr>
<td>Clare Daly</td>
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<tr>
<td>Nuala Hampson</td>
<td></td>
<td></td>
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<tr>
<td>Alshan Ghaffar</td>
<td></td>
<td></td>
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<tr>
<td>Cate Dawes</td>
<td></td>
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<tr>
<td>Nick Butler</td>
<td></td>
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<tr>
<td>Claire Hough</td>
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<tr>
<td>Jaqueline Criper</td>
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</table>
### Midlands and East team

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Contact Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharon Steel</td>
<td>Deputy lead (Midlands and East)</td>
<td>07795223265 <a href="mailto:Sharon.steel@cppe.ac.uk">Sharon.steel@cppe.ac.uk</a></td>
</tr>
<tr>
<td>Clare Daly</td>
<td>Education supervisor</td>
<td>07342067593 <a href="mailto:Clare.daly@cppe.ac.uk">Clare.daly@cppe.ac.uk</a></td>
</tr>
<tr>
<td>Nuala Hampson</td>
<td>Education supervisor</td>
<td>07795223263 <a href="mailto:Nuala.hampson@cppe.ac.uk">Nuala.hampson@cppe.ac.uk</a></td>
</tr>
<tr>
<td>Afshan Gaffar</td>
<td>Education supervisor</td>
<td>07795223270 <a href="mailto:Afshan.gaffar@cppe.ac.uk">Afshan.gaffar@cppe.ac.uk</a></td>
</tr>
</tbody>
</table>

### South team

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Contact Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emma Wright</td>
<td>Deputy lead (South)</td>
<td>07795223255 <a href="mailto:Emma.wright@cppe.ac.uk">Emma.wright@cppe.ac.uk</a></td>
</tr>
<tr>
<td>Cate Dawes</td>
<td>Education supervisor</td>
<td>07342067595 <a href="mailto:Cate.dawes@cppe.ac.uk">Cate.dawes@cppe.ac.uk</a></td>
</tr>
<tr>
<td>Claire Hough</td>
<td>Education supervisor</td>
<td>07342067596 <a href="mailto:Claire.hough@cppe.ac.uk">Claire.hough@cppe.ac.uk</a></td>
</tr>
<tr>
<td>Nick Butler</td>
<td>Education supervisor</td>
<td></td>
</tr>
<tr>
<td>Jaqueline Criper</td>
<td>Education supervisor</td>
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</tbody>
</table>

### London and South East team

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Contact Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helen Middleton</td>
<td>Deputy lead (London and South East)</td>
<td>07795223264 <a href="mailto:Helen.middleton@cppe.ac.uk">Helen.middleton@cppe.ac.uk</a></td>
</tr>
<tr>
<td>Sneha Varia</td>
<td>Education supervisor</td>
<td>07342067597 <a href="mailto:Sneha.varia@cppe.ac.uk">Sneha.varia@cppe.ac.uk</a></td>
</tr>
<tr>
<td>Khateja Malik</td>
<td>Education supervisor</td>
<td>07342067598 <a href="mailto:Khateja.malik@cppe.ac.uk">Khateja.malik@cppe.ac.uk</a></td>
</tr>
<tr>
<td>Yinka Kuye</td>
<td>Education supervisor</td>
<td>07342067599 <a href="mailto:Yinka.kuye@cppe.ac.uk">Yinka.kuye@cppe.ac.uk</a></td>
</tr>
<tr>
<td>Neelam Sharma</td>
<td>Education supervisor</td>
<td></td>
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</tbody>
</table>

### Administrative team

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Contact Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam Peel</td>
<td>Head office administration</td>
<td>01617784000 <a href="mailto:info@cppe.ac.uk">info@cppe.ac.uk</a></td>
</tr>
</tbody>
</table>
Contacting CPPE
For information on your orders or bookings, or any general enquiries, please contact us by email, telephone or post. A member of our customer services team will be happy to help you with your enquiry.

Email
info@cppe.ac.uk

Telephone
0161 778 4000

By post
Centre for Pharmacy Postgraduate Education (CPPE)
Manchester Pharmacy School
1st Floor, Stopford Building
The University of Manchester
Oxford Road
Manchester M13 9PT

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