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Welcome to CPPE

The Centre for Pharmacy Postgraduate Education (CPPE) is funded by Health Education England to provide continuing professional development (CPD) opportunities for all pharmacists and pharmacy technicians providing NHS services in England.

We are based in the Division of Pharmacy and Optometry, within the University of Manchester. Since 1991, we have focused on designing and delivering new programmes to meet both the national and local needs for pharmacists providing NHS services.

We generate income from the sale of our programmes to a wider healthcare professional audience both in the UK and internationally. All income received is reinvested into further development of learning programmes.

About this guide
Any national organisation needs to demonstrate to its commissioners and users that it fulfils the requirements of its contract and meets the needs of its users.

This guide describes our heritage, successes and achievements as evidence of the outcomes of our approach to date, and describes how our values as an organisation underpin the ethos of the work we do.

It details the organisational structures and processes which provide assurance, the members of our team who take responsibility for specific functions, and how we work closely together to deliver our commitments.

It describes the quality procedures we have in place, the standards that we meet and the oversight that guarantees that these are delivered on. These are supported and influenced through our engagement strategy (our link with stakeholders and partners that makes sure that our programmes and approach are fit for purpose).

Together, these provide support for our future plans and strategic aims and demonstrate effective governance.
Our history

CPPE was established in 1991 to address inconsistent delivery of learning, both in quantity and quality, to community pharmacists across England. We were also expected to enable greater provision through open learning, alongside face-to-face courses, and achieve economies of scale while maintaining local sensitivity through our network of local tutors.

In 2006, 15 years after CPPE was established, the Department of Health (DH) embarked on a thorough review of the learning opportunities provided by CPPE. The evaluation found that CPPE is an effective provider of high-quality learning resources to pharmacists and pharmacy technicians across England, and it confirmed CPPE as a centre of excellence in what we do.

This approach of assuring consistent delivery of high-quality learning to pharmacists and pharmacy technicians across England remains at the core of our business.

Table 1: CPPE – some highlights so far

<table>
<thead>
<tr>
<th>Year Range</th>
<th>Highlights</th>
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- Open learning programmes developed on child health and substance use and misuse  
- Tutor networks grow  
- CPPE builds connections with family health services authorities |
| 1996-2000  | - All new programmes are accompanied by true/false questions to show proof of learning  
- CPPE programmes become available to all pharmacists offering NHS services  
- Health promotion collaboration announced with Royal Pharmaceutical Society of Great Britain |
| 2001-2005  | - CPPE pilots CPD workshops  
- Workshops launched that tie-in to national service frameworks  
- CPPE’s first website goes live  
- 30,000 learning programmes on emergency hormonal contraception sent out  
- Programme released to support care home services  
- CPPE rolls out support for CPD  
- Centre becomes part of the University of Manchester’s Workforce Academy  
- Support for New Pharmacy Contract launched  
- Learning provision extends to prison pharmacy |
| 2006-2010  | - CPPE launches learning@lunch format for hospitals  
- Learning provision extends to pharmacy technicians  
- CPPE launches focal point format for community pharmacy, along with learning community approach to learning  
- CPPE publishes first local solutions materials  
- First Route to revalidation programmes released  
- A new website for CPPE is launched |
<table>
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<tr>
<th>2011-2015</th>
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<tr>
<td>▪ CPPE gains social and mobile media presence</td>
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<td>▪ The use of drugs in sport e-learning is developed as part of the training for health volunteers at the 2012 Olympic and Paralympic Games. Podium, the higher education unit for the Games, awards CPPE bronze for this programme</td>
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<td>▪ Diploma, postgraduate certificate and master’s courses in Community Pharmacy Public Health are launched in collaboration with the University of Manchester</td>
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<td>▪ Interprofessional education workshops are piloted for pharmacists and GPs</td>
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<td>▪ Launch of the Learningpharmacy.com to provide learning opportunities for the whole community pharmacy team</td>
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<td>▪ CPPE contract and funding transferred to Health Education England (HEE), and Health Education North West (HENW) nominated to manage contract on behalf of all LETBs</td>
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<tr>
<td>▪ CPPE gains Investors in People Gold accreditation</td>
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<td>▪ Five-year contract signed with NICE to develop e-learning tools to support the implementation of NICE guidance</td>
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<td>▪ Launch of Declaration of competence system</td>
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<td>▪ CPPE launches two new apps: Medicines Quiz and NHS Medicines Safety</td>
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<tr>
<td>▪ HEE and CPPE launch Consultation skills for pharmacy practice programme and website</td>
<td></td>
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<tr>
<td>▪ CPPE develops longer contact e-courses to support skills and service development</td>
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<table>
<thead>
<tr>
<th>2016-</th>
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<tbody>
<tr>
<td>▪ CPPE develops and launches gamification strategy</td>
<td></td>
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<tr>
<td>▪ CPPE chosen as education provider for NHS clinical pharmacists in general practice pilot and begins delivery of General practice pharmacist training pathway</td>
<td></td>
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<tr>
<td>▪ learning@lunch programme format transformed to launch CPPE Optimise programmes</td>
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<tr>
<td>▪ Consultation skills portfolio extended with new Do you say…? leaflet and Consultation skills for pharmacy support staff learning resource delivered to all community pharmacies in England</td>
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<tr>
<td>▪ Twice yearly campaigns run on topics including polypharmacy, urgent care and learning disabilities</td>
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This summary shows not only the wide range of support and learning that we have offered, but also our commitment to identifying the future needs of the pharmacy workforce and finding cost-effective approaches and solutions to supporting these.

This programme of work is ongoing and is detailed in our strategic plan.
Effective external and internal governance

Effective governance at CPPE is assured through the appropriate positioning of roles, responsibility and accountability across our infrastructure. The diagram below demonstrates how our contract management board and leadership team are supported.
Contract management board
CPPE operates to meet the terms of our contract with Health Education England. Our contract management board has the role of monitoring our progress against this contract and providing assurance that we are meeting the requirements of it.
Four focuses:
- Engagement
- Governance
- Quality
- Reputational oversight

Executive operational board
Our executive operational board brings together a range of stakeholders to review and critique the work with which CPPE is engaged and to assure that this is placed effectively within the wider pharmacy framework across the country.

Members of the board are expected to influence the strategic direction of the organisation and to enable the leadership team to guide the organisation to meet the current and anticipated needs of the pharmacy workforce.

Leadership team
The CPPE team is led by Christopher Cutts, director, and Matthew Shaw, deputy director. They are supported on the leadership team by the managers of the three assurance units and the head of finance. The leadership team guides the organisation and provides the strategic context and direction for it.

Learning development and innovation assurance unit
Accountable manager: Paula Higginson (lead pharmacist, learning development)
The learning development and innovation assurance unit plays a central role in the identification and development of learning formats and topics. CPPE develops over 15 new programmes each year. The learning development team brings together educational expertise to manage the processes involved in creating each CPPE learning programme and ensuring the same level of quality is maintained across the portfolio. (See Appendix 1 for a breakdown of the development of a CPPE programme.)

Learning delivery assurance unit
Accountable manager: Samantha White (regional manager, North West)
The learning delivery assurance unit ensures that CPPE delivers learning programmes to a high standard, whether face to face or via the CPPE website. It takes account of customer feedback and undertakes evaluation of learning programmes. It identifies learning needs for tutors and regional managers and seeks to meet these needs. It feeds identified learning needs for customers into the learning development process. It communicates to the wider CPPE team any relevant issues relating to learning delivery. Each regional manager works with their local stakeholders to enable CPPE to meet the needs of their workforce. The regional managers have responsibility for managing their teams of local pharmacy tutors who facilitate workshops and promote the organisation in each area. This unit is supported by our learning portfolio audit group that continually audits and maintains our website portfolio.

Operations management unit
Accountable manager: Matthew Coupe (head of IT services)
Our IT and customer services teams ensure that we are able to offer advice and support to our customers in line with other web-centred businesses. CPPE has a dedicated customer services team dealing with queries from customers, processing booking information and administering communications. Effective use of IT is high on CPPE’s agenda, as we recognise the choices many pharmacy professionals now make to engage with learning through mobile technologies. As well as developing and maintaining customer-facing technologies such as this, the IT team at CPPE plays a major role in ensuring that internal systems perform and evolve at a level befitting a first-class organisation. This unit also manages corporate communications and marketing and promotions.

(The terms of reference for each of the units can be found in Appendix 2.)
Finance (income generation and finance group)
Department head: Sadia Rulal
CPPE’s finance department works within the University of Manchester’s financial structure. The team manages all aspects of expenditure that come under the organisation’s business. Members of our contract management board are engaged when needed to critique income generation plans. This group meets when needed. The CPPE costed plan is signed off by the executive operation board before being presented to HENW.

Our wider team
Internally, we look to our staff to take ownership and provide leadership and innovation. As an Investors in People accredited organisation, CPPE believes in actively recruiting, supporting and developing people who share our vision. Our staff developed our five core values.

The five values are a commitment to:
1. **improve and achieve**: we are motivated and committed to achieving our shared and individual goals. We seek to make improvements to our own working activities and the running of CPPE.
2. **communication**: we strive to interact well with colleagues and customers. When communicating we make sure that we both give and receive information constructively, and ensure that both our needs and those of our colleagues and customers are met.
3. **encourage others**: CPPE team members support each other and foster a positive learning environment. We consistently encourage each other’s development.
4. **openness and honesty**: staff at CPPE combine an awareness of their own strengths and limitations with a commitment to openness, honesty and high ethical standards.
5. **work together**: CPPE staff maintain a positive approach to team and partnership working, both within CPPE and with external organisations and our customers, always taking responsibility for their own behaviour.

These values are underpinned by some guiding principles: patient care and public interest is at the heart of all our plans and actions, we act in a non-competitive way within the pharmacy family of organisations, and we collaborate and work with partners whenever possible.
Quality assurance and performance monitoring

At CPPE, quality is paramount. We are continually looking back on our performance to see how we can improve. We seek to be proactive in achieving this and look outside as well as within the organisation for ways in which to measure our performance.

Quality and standards group
Twice a year we meet with members of the pharmacy workforce and the University of Manchester to review all aspects of our performance, from how well we perform in delivering learning events to how we deal with complaints.

Ensuring programmes are relevant and up to date
Our learning programmes are piloted before publication to ensure that they meet the needs of the pharmacy workforce. Once a programme is published, we appoint an expert in the relevant field as a programme guardian to review and update it at set times. We also proactively seek feedback on our workshops from learners and ask our tutors to complete a report on each session they run.

External benchmarks
CPPE has achieved Investors in People Gold and Customer Service Excellence accreditations, reflecting our commitment to developing staff and listening to our customers. In recent years, some of our learning programmes have made the shortlist for the finals of the National Training Awards.

Annual report
We use our annual report to tell customers and stakeholders about us as an organisation, our achievements to date and our plans and priorities for the year ahead. We also provide information on how we have performed against our strategic targets agreed with HEE.
Internal CPPE approach to ensuring quality

CPPE takes a formal approach to developing high-quality learning materials, through the stages of development, review and pilot. Here is an outline of the methods we use, together with the standards we seek to meet.

Programme development

Programmes that have been identified for development are allocated to our team of programme managers, which includes regional managers, senior managers and the pharmacists within our learning development team.

The programme manager will usually host a design day and invite:
- a writer
- experts
- practitioners
- those naive to the subject (ie, potential learners)
- representative groups/charities and potentially patients
- partners.

At the design day this group of people will work together to decide on the outline for the learning programme. Following this, the programme manager will develop a project scope, detailing the aims and objectives of the learning programme and the key scope and drivers for learning content.

This provides a template to refer back to as the programme develops to ensure that the final product is consistent with the requirements of the project team.

Pilot of programmes

All CPPE programmes undergo a pilot with their intended users. For workshops this takes the form of a live event led by a facilitator who has not been involved in the development of the programme, and attended by members of the target audience. The programme manager and author often attend this event as observers.

The pilot allows us to test:
- the instructions and support provided to the facilitator
- the materials that are used
- the approach.

Observers look for those instances where learners do not understand the instructions given or where they need additional support from the facilitator. After the event, we ask participants and the facilitator for their comments on the event and the extent to which it met their needs.

Distance learning and e-learning programmes are similarly tested with their intended user group. We send a copy of the programme to six to ten people and ask them to complete it as though they had ordered the programme to meet their own learning needs. We send them a review form to complete to ensure that we receive comments on all areas of the learning programme.

We organise two pilot hospital sessions to test Optimise programmes, preferably two different hospitals. We send a review form to the facilitator and attendees to complete to ensure that we receive comments on all areas of the learning programme.

The completed programmes are reviewed for approaches taken to the exercises.
- How many have been completed?
- Are the answers given in line with those expected?

The review comments are recorded. Comments made from the pilots of all programmes are collated and considered by the programme manager and, if appropriate, the design team. Based on this feedback, the
programme manager (and, if appropriate, the design team) decides whether the programme needs to be amended.

**Review of learning programmes**

**External expert review** – each programme is reviewed by at least two experts in the topic area who are external to CPPE. We ask them to review the programme and to provide feedback on whether it is appropriate and linked to the relevant evidence base. We also ask them to check for clinical errors.

**Internal learning approach review** – each programme is also reviewed by at least one internal member of the development team. They ensure that it is designed in a manner that is consistent with the CPPE corporate style and approach and that it can be used to meet the needs of the current framework for pharmacy CPD.

**Editor review** – CPPE employs a team of editors who review our learning and marketing materials to make sure they are written in plain English and are easy to understand.

**Development process**

- Design meeting held
- Project scope developed
- Programme copy produced
- Materials shared with design team
- Workshop piloted with at least ten participants
- Self-study learning programmes piloted by at least six participants
- Programme reviewed by at least two external experts
- Programme reviewed by at least two internal team members
- Programme edited, designed and delivered to agreed schedule
- Validation forms collated and reviewed for the first ten events of each workshop topic
Assessments and CPPE

Offering accessibility
With a potential user group of over 60,000 pharmacists, pharmacy technicians and pre-registration trainee pharmacists, we recognise the need to offer an assessment platform that can cope with high volumes, while still offering a robust process.

Following our work in partnership with the Universities Medical Assessment Partnership (UMAP), we adopted an online approach to multiple choice assessments which has been shown to offer a robust and reliable approach to assessing student knowledge. Our assessments are primarily used to assess knowledge. This can be the assessment of facts, procedures, concepts and principles.

All team members who are engaged in the development of CPPE assessments undergo a training programme to ensure they know the CPPE processes and approach.

Assessment questions are reviewed by two distinct methods.
- The programme guardians review each assessment at 8-month intervals (see the Ongoing monitoring section).
- The programme managers review any question which is failed on more than 50 percent of attempts at 12-month intervals. This ensures that questions are reviewed for ambiguity or phrasing that makes them unfair.

CPPE also offers the option to write an essay on topics which do not lend themselves to knowledge assessment, for example, skills topics such as influencing skills and negotiating skills. Candidates are asked to write a 500 word essay, which describes how they intend to apply what they have learnt and how they will evaluate its impact on their practice. A standard marking template has been produced and the learning team has undertaken training in following a standard approach to marking these essays.

Standards
Each assessment:
- is developed by a trained CPPE team member
- is tested for validity before launch
- includes negative and positive feedback
- is linked to a pharmacy service standard when appropriate.
Quality assurance post-release

Facilitator performance
We recognise that a key factor in the success of our events is in the performance of our team of facilitators who take responsibility for delivering the learning workshops. We are committed to providing our team of facilitators with all the support they need to plan and deliver high-quality events.

Induction programme
All of our new employees who are likely to deliver events or meetings are required to attend a three-day training course which takes them through effective facilitation techniques. The course makes use of video feedback to show the behaviours and characteristics that are exhibited and suggests approaches to build on the positive and avoid the negative.

During the final day of the training, employees are required to demonstrate that they have acquired the skills and approaches needed and that they can competently deliver a facilitated session. New employees who are likely to deliver events who do not meet the required standard will be requested to discuss the additional training steps required with their manager. CPPE will end employment contracts by using the employment contract probationary period if necessary.

Manager support
During the induction programme, each participant develops their personal action plan of ongoing learning and development. They are required to share this with their regional manager after the induction programme so that their ongoing support can be planned.

The regional manager will attend the first event that the tutor facilitates to provide support if needed and to offer further feedback on performance and development needs. The regional manager will then attend a minimum of one learning event for each tutor each year to provide feedback on their performance.

Refresher training
We offer a full-day refresher training programme on facilitation skills for our experienced tutors. All tutors are required to attend this once in each three-year period.

Peer review
As well as the annual feedback offered by the regional manager, each tutor is required to peer review one of their colleagues and to receive a review from one of their peers. This allows tutors to see other styles and approaches for delivering learning events and to share suggestions on methods of managing learning events effectively.

National meetings
CPPE hosts a two-day national meeting each year to keep the team up to date with future plans and developments. A half-day session at this meeting is devoted to the ongoing development of skills for the tutor workforce.

Mid-year meetings
CPPE hosts a one-day meeting each year to plan learning development and share information.

Standards
CPPE requires of its staff:
- satisfactory completion of facilitation induction session
- a personal learning and development action plan relevant and linked to practice
- attendance at refresher training every three years
- satisfactory annual peer review
- satisfactory annual manager’s review
- attendance at mid-year meeting
- attendance at national meeting.
Ongoing monitoring

CPPE is committed to maintaining the content and currency of all the learning programmes we provide. We introduced a system that we call programme guardians to manage this process. A programme guardian is someone who takes on responsibility for one of the CPPE learning programmes.

The programme guardian regularly reviews the programme to make sure it is up to date and relevant to practice. We remind them when a review is due. The programme manager sets the guardian’s report in context with feedback that CPPE has received and other CPPE changes.

As with any learning material, CPPE learning programmes may start to become out of date even before they reach the learner. This may be due to sudden changes in practice, for example, the withdrawal of a medicine. Changes may also be due to progressive improvements in practice.

The challenge for CPPE has always been to find experts who can monitor the subjects of learning programmes and let us know about changes that need to be incorporated or out-of-date material that needs to be updated or deleted.

The role of the programme guardian

A programme guardian takes responsibility for a learning programme. This is usually for a minimum three-year period. During this time, the guardian lets CPPE know of any changes in practice, the evidence base or therapeutic management that have an impact on the learning programme. Unless the change is huge (such as the withdrawal of a key therapy), this review happens at eight-month intervals.

The review may just be to say that nothing needs changing. It may be an early warning of potential change or advice of new therapies that could be added. Ultimately, it could be a warning that it is the opinion of the guardian that the learning programme is now out of date and should be removed from circulation.

As a result of the programme guardian review, the programme manager at CPPE may produce an update which sits in PDF form on the website to be downloaded whenever the original programme is downloaded. Customers who have already ordered the programme are alerted that an update is available.

The outcome of this for CPPE is that every learning programme will be reasonably up to date (i.e., never more than eight months past a review). At the three-year point, the quality and standards group and the programme manager will decide whether the programme needs to be revisited completely, withdrawn, or if it can carry on with minor amendments.

Quality maintenance standards

CPPE requires that:
- a programme guardian is recruited for each programme within eight months of launch
- the programme guardian report is received on schedule
- the report is reviewed by the programme manager within four weeks of receipt and an update is produced
- the update is reviewed by an editor within two weeks of receipt and returned to the programme manager
- the update is finalised and sent to the systems manager for hosting on the CPPE website
- all prior recipients of the learning programme are informed of the update by email.
Engagement with stakeholders and the professions

CPPE has an ongoing engagement strategy which describes and underpins our approach to ensuring that we are in contact with and guided by stakeholders, users, patient and public groups and the wider health environment.

We are also guided in our strategic planning by the recommendations of our CPPE Associates (see Appendix 3). We use the expertise of our Associates to influence our strategy and programme development. We have regular e-communication with our Associate network to ensure we keep producing learning that is appropriate and relevant to pharmacists and pharmacy technicians.

Feedback from customers is another driver of our strategy. CPPE is committed to providing high-quality and professional learning programmes and excellent customer service. Our customer charter sets out our commitment to our customers and the level of quality they can expect to receive in terms of both the learning programmes we provide and the services that support them. To make sure we are meeting the needs of learners, we ask all of our customers to complete a national survey every two years. We also invite applications from people to join our customer panel.

**CPPE engagement strategy**

The purpose of this strategy is to allow a wide range of stakeholders to:

- contribute to CPPE learning development strategy for events and online learning
- provide information to CPPE on NHS and pharmacy profession issues
- support CPPE to prioritise developments and investments
- identify issues on the horizon which could impact on CPPE or learning/assessment provision.

Our approach is based on stratifying stakeholders into three groups and using appropriate communication channels to ensure the best engagement with each stakeholder/audience/sector.

**Group One**
- Health Education England (central team)*
- Health Education LETB pharmacy leads
- NHS England
- Public Health England via Public Health and Pharmacy Forum
- Royal Pharmaceutical Society
- GPhC
- Care Quality Commission
- NHS Trust Development Agency
- Association of Pharmacy Technicians UK
- Pharmaceutical Services Negotiation Committee
- National Pharmacy Association
- UKCPA
- The Guild
- Pharmacy Voice
- NHS Employers
- Primary Care Pharmacy Association
- Selected patient groups/charities
- CPPE executive operational board/contract management board members
- Local Government Authority

**Channels**

- Personal communication from the director, with offer of attending appropriate meetings
- *Via executive operational board membership
- Convene a meeting every two years, possibly with the executive operational board
**Group Two**
NHS England area teams
All England Chief Pharmacist Group
NHS Pharmacy Education and Development Group
UK Medicines Information Executive
NICE Medicines and Prescribing Centre
RPS Education Advisory Panel
Pharmacy HEEAG*
Local professional networks pharmacy leads
CPPE Associates (via Paula Higginson)
Clinical commissioning groups via tutor links
Commissioning support units pharmacy links
learning@lunch hospital key contacts
CPPE Pharmacy Multiples Forum
CPPE tutors and regional Managers

**Channels**
- Personal communication from the director using an online survey tool
- *Via director’s position on Pharmacy HEEAG (agenda item)*

**Group Three**
LinkedIn, Facebook and Twitter users/connections
Other linked pharmacy/partner organisations

**Channels**
- Crowd sourcing using social media survey tool and ranking of choices
- Phone calls via CPPE head office when people call
- Questionnaires at conferences, stands and design meetings
- Consider focus groups when needed (last undertaken in 2014)
- Use app notifications
- Use tutor local events

**We ask the following questions:**
1. Which areas of public health, NHS policy or pharmacy practice should CPPE develop in 2017/2018?
2. If you had to prioritise, which one key priority would you suggest CPPE works on in 2017/2018?
3. Why do you think that this is the highest priority?
4. Where else should CPPE invest its resources in 2017/2018?
   a. More support for public health
   b. More support for consultation skills development
   c. Supporting career frameworks from RPS/APTUK
   d. Supporting NHS priorities such as urgent care, antimicrobial resistance
   e. Developing medicines optimisation learning
   f. Supporting pharmacy premises standards
   g. Supporting ‘continuing fitness to practise’ (revalidation)
5. If you have indicated ‘Disagree’ with any of these areas, who else do you think should invest in educational support for these areas?
6. Any other comments or views?

**For pharmacy organisations**
7. List any of your own priorities for education of the pharmacy workforce where you think collaboration with CPPE is possible.
Marketing and communications strategy and intended outcomes

Keeping learners informed and bringing new learners on board is a key activity at CPPE. Here are some of the ways we do this:

Publications
We send newsletters to all pharmacists and pharmacy technicians on our database. We also produce a range of leaflets and posters to send to smaller groups within our target audience, such as pre-registration trainee pharmacists.

Face to face
CPPE endeavours to attend all key pharmacy conferences and events. Our network of tutors and regional managers also plays a vital role in marketing our portfolio to education leads within the NHS and community pharmacy, as well as to other pharmacy professionals. Each member of CPPE staff is set a target to carry out ten pharmacy visits every year to promote the organisation.

Online
To reflect the communication preferences of many of our learners, we send out e-news, a monthly news bulletin that is delivered by email. We also use Facebook, Twitter, LinkedIn and YouTube to communicate with users who are interested in CPPE. We regularly update the news feed on our website with the latest developments at CPPE and other news that may be of interest to learners.

Other communications
CPPE has established a close working relationship with the British Pharmaceutical Students’ Association and we write a regular column in their newsletter. We also contribute regular features to Pharmacy Magazine and provide access to our fortnightly e-challenge via email, our website and the PJ Online website. We also contribute an article to the Pharmaceutical Services Negotiating Committee’s monthly magazine, Community Pharmacy News.
Patient and public involvement

CPPE is committed to ensuring that the patient voice is at the heart of what we do. The aim of the CPPE patient and public involvement (PPI) strategy is to purposefully embed PPI in our learning development. This ensures the patient’s perspective is reflected in the narrative to place patients at the focal point of practice, and adds value to learning.

To do this, we work closely with patients and the public to ensure they are involved in the programme development process to offer their stories and perspective.

CPPE aims to include PPI in 85 percent of its new learning developments during the financial year. During 2016/17, we achieved 89 percent.

To ensure we meet our goals surrounding PPI, we have included this as strategic goal 2 of our strategic plan. PPI is also part of CPPE’s aforementioned values and principles.

"Patient care is at the heart of all our plans and actions."

We work collaboratively with the University of Manchester Pharmacy School to discuss and identify areas of innovation and monitor patient and public contributions to our learning developments on an annual basis. We constantly explore new and innovative methods of engaging patients.

In 2013, CPPE released a publication outlining our work on PPI in education:

Grimes, L, Shaw M and Cutts C. 2013. Patient and public involvement in the design of education for pharmacists; is this an untapped resource? Currents in Pharmacy Teaching and Learning (5) pp. 632-636

We have also developed a guide to embedding patient-centred language into our learning programmes with the aim of this becoming the everyday language of the pharmacy professional.
Strategy development

These key components together allow us to review the needs of our learners and the environment within which they work and to consider our strategic aims and objectives. Each year, CPPE agrees strategic targets with HEE (see Table 2). To help us meet these targets, we have developed a range of core and developmental performance indicators within our organisational strategy.

Table 2: CPPE’s strategic targets 2017/2018

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<tr>
<th>Target</th>
<th>Strategic test</th>
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<tr>
<td>CPPE as a leadership organisation</td>
<td>CPPE is one of many pharmacy leadership organisations. After more than two decades of service to the pharmacy profession, it has developed a trusted, respected and valued place in pharmacy. CPPE needs to safeguard this position while working closely with its many partners and stakeholders in the NHS and pharmacy. CPPE should have operational plans to manage and develop this position, and furthermore support its team to act as local and national leaders. CPPE will lead specific national programmes to support the development of pharmacy, including Consultation skills for pharmacy practice and the Declaration of competence system.</td>
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<td>Embedding patients and the public in CPPE strategy, learning and assessment</td>
<td>CPPE fully recognises the importance and benefits of engaging with patients and the public in shaping and developing its learning and assessment. PPI can include engagement in the design, content and review of learning, and shaping of assessment. CPPE placed extra emphasis on this agenda in 2013 but it recognises there is still much more than can be undertaken.</td>
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<tr>
<td>Ensuring stakeholder and customer engagement</td>
<td>CPPE will serve the NHS and public health services and NHS HEE. It will continually listen and respond to its wide range of stakeholders and customers. These include patients, the public, pharmacy professionals, the changing commissioning architecture, local and national professional and representative bodies, the regulator, employers, and those using, offering or commissioning NHS or public health services. CPPE will identify learning needs arising from priorities for the changing NHS and newly forming public health service from such sources as the NHS Operating Framework, Public Health Outcomes Framework, NICE quality standards, NICE pathways and effective engagement with its stakeholders and customers. This will be achieved through collaboration with partners and stakeholders. CPPE will effectively communicate and promote learning opportunities to all sectors of the pharmacy workforce, using a variety of methods. CPPE will continue to engage with the rapidly developing social media culture of its customers.</td>
</tr>
<tr>
<td>Governance and infrastructure of CPPE</td>
<td>CPPE needs to have fit-for-purpose external and internal governance structure and processes. CPPE will develop and maintain a flexible learning and assessment portfolio where quality is maintained through good internal and external governance systems and by working with leaders in the profession.</td>
</tr>
<tr>
<td>Developing a quality learning portfolio supporting NHS and public health priorities and outcomes</td>
<td>CPPE has a defined learning and assessment development process. This provides a quality-assured process for all learning developed within and by CPPE. This process should encourage innovation and be linked to commitments about patient and public involvement.</td>
</tr>
<tr>
<td>Delivery and maintenance of quality learning and</td>
<td>CPPE will provide learning opportunities so that the pharmacy workforce providing NHS and public health services in England is able to meet its CPD requirements, while reflecting the educational requirements for specific NHS and public health</td>
</tr>
</tbody>
</table>
CPPE recognises that it develops learning programmes to support six key pathways. These pathways support:

- the career development of the pharmacy team
- providers of pharmacy education and training
- individual learning needs and concerns
- provision of NHS and public health services
- clinical pharmacy and therapeutics
- business, leadership and personal development.

CPPE quality assures its face-to-face and online delivery of learning and assessment. Where a learning need provides opportunities to bring together healthcare professionals to share experiences, thereby underpinning improved patient care, CPPE will utilise multidisciplinary learning and skill mix development.

It will maintain a learning portfolio group to ensure consistency of internal processes across our entire portfolio. It will maintain a learning delivery assurance unit to provide assurance of access, facilitation skills and satisfaction with face-to-face and online learning delivery. All of our work will be scrutinised by a quality and standards group with external members.

Efficient processes through CPPE operations management unit

CPPE will review and amend, as necessary, its structure and infrastructure to ensure that the organisation supports the provision of learning opportunities for all users in an effective and efficient manner.

This will be achieved through clear procedures and processes. CPPE has an organisational culture which is supportive of its workforce, promoting innovation, fostering a feeling of being valued, ensuring it has the correct skill mix and embedding the principles of CPD. This will be underpinned by a set of organisational values and beliefs, a customer charter and external validation, such as accreditation by Investors in People and Customer Service Excellence.

CPPE will continue to develop its technology infrastructure, encouraging the use of information technology (IT) to increase efficiency, improve the overall service provided by CPPE, enhance the learning experience and maximise the benefits to the organisation through the routine production of management information.

CPPE will seek to maximise its expenditure on learning by continuing to monitor and report on costs relating to administration. Contracts and commissioned work will be reviewed regularly using a competitive tendering methodology. CPPE will undertake specific income generation activities monitored by its contract management board. CPPE will achieve financial balance each year. CPPE will monitor the impact of its work with the pharmaceutical industry.

We collate the learning programmes in our portfolio into pathways of learning. These are designed to help our learners find what they need. We offer learning that helps people develop their careers, engage in NHS and public health services, develop as leaders, update their knowledge clinically, enhance their role in educating others, and we support their personal development. These pathways are used on our website and in our plans to guide our development processes.

We prioritise our development plans using the following criteria:

- filling the gaps in our portfolio (and those of other providers)
- supporting NHS services, particularly enhanced services and skill mix
- supporting CPD and fitness to practise
- meeting the needs identified when we undertook a learning needs analysis
- considering the length of product life within our portfolio.
How we deliver learning

When implementing our strategic plans we recognise that people have different styles and levels of learning, and also want to improve their practice within specific areas of pharmacy. Therefore, CPPE has developed a wide range of learning formats to suit not just different areas and levels of practice, but also the requirements of the learner.

(See Appendix 1 for a breakdown of the development of a CPPE programme.)

Here are some of the learning formats we offer.

**e-learning**

Our e-learning programmes are interactive and easily accessible through our website. As well as providing information, they include videos, activities and exercises to support learning.

**Events, conferences and innovation in delivery**

Each year our CPPE tutors deliver a variety of local and national learning events, covering topics from soft skills through to clinical governance. We also encourage our regional teams to innovate locally by creating bespoke learning events.

**Distance learning**

Our distance learning programmes support pharmacy professionals with their individual learning. PDF versions of these programmes can be downloaded from our website.

Each year we send our most topical distance learning programme to every registered pharmacy professional in the country.
Optimise

In 2017, we launched a new and improved format for hospital pharmacy, called Optimise. Programmes in this series are developed in response to key training topics and can now be used in hospital and primary care.

Each Optimise programme contains contributions from a topic expert, and they are designed to be delivered in hospitals in a safe and innovative learning environment.

CPPE Optimise programmes are designed to last no longer than one hour (20 minutes preparation and 40 minutes in small group learning).

Guides

We have a series of guides available to support pharmacists and pharmacy technicians with their professional development. Each guide covers a range of approaches to help them develop and apply key skills and techniques to practice. Topics range from overcoming anxiety through to leadership.

Focal point

This format is aimed at pharmacy professionals working in community and primary care settings. It is more clinical and encourages discussion with a view to improving practice. Learners can attend CPPE tutor-led focal point events or use the programmes within a learning community.
Public health workshops

We offer commissioners and providers of community pharmacy enhanced services access to a range of free learning materials for local workshops. They can either deliver these local workshops themselves or commission CPPE tutors.

e-courses

Our e-courses provide learners with the opportunity to focus on a specific area of interest for six to eight weeks.

They can learn alongside other pharmacy professionals by taking part in live e-courses as they run or they can learn on their own by accessing the course information at any time.

In 2016, we began the process of moving our e-courses to a new learning platform, Canvas.

iPDFs

Interactive PDFs (iPDFs) are downloadable, interactive programmes aimed at all pharmacy professionals. Learners can type answers directly into the programmes and save them to their computer. We have recently started to develop a series of iPDFs aimed at primary care professionals.
Residential courses

**Return to practice** is a residential course which supports pharmacists returning to community pharmacy practice following a career break.

**Return to prescribing** is a three-day programme to help pharmacist prescribers who has been out of prescribing practice for 12 months or more.

**Leadership school** is delivered over four days and is open to any pharmacist or pharmacy technician with leadership responsibilities who wants to develop their skills further.

**Chief pharmacist development** is a two-block residential programme, delivered in partnership with the NHS Leadership Academy, designed to support future Chief Pharmacists for their role in secondary care.

General practice pharmacist training pathway

CPPE is delivering the phase 1 clinical pharmacists in general practice scheme education. The education pathway focusses on developing skills for the GP clinical pharmacist role and promoting national NHS priorities in general practice.

Learning sets

Learning set materials are available via the CPPE website for all general practice pharmacists to create local peer support study groups.
theLearningpharmacy.com™ is an exciting online learning environment which provides learning activities for the whole community pharmacy team. Learners can focus on different topics and use the challenges to teach, to learn individually or to learn as part of a team.
How we assess learning

Many of our learning programmes have a linked e-assessment that can be accessed via our website.

We use multiple choice questions in these e-assessments, and usually allow a maximum of 45 minutes for learners to complete them. Once a learner has completed an assessment, we provide feedback on their performance. If they wish, they can make their assessment record viewable to their employer using the CPPE viewer facility on our website.

Viewers can also see how far learners have progressed towards meeting the training needed to underpin NHS service delivery.

This work has been extended through our Declaration of competence system. We work with partners to determine the required competence that pharmacists need to demonstrate to provide assurance to commissioners of their ability to deliver a service. This competence framework is then linked to appropriate learning resources to help pharmacists consider what they need to learn in order to demonstrate their abilities. Where pharmacists choose to use our learning programmes to support their development, we provide a system which monitors and records their progress towards meeting all of the required competences. Upon completion, a pharmacist can download this declaration of their competence and demonstrate that they are service-ready.

In addition to our e-assessment portfolio, we have developed a medicines use review e-assessment with the University of Manchester. Learners can access this from our website. The e-assessment meets the requirements of the Quality Assurance Agency of Higher Education Funding Council for England.

Some of our learning programmes are assessed by a reflective essay. Learners can download the template for the essay, complete it and return it to CPPE for marking.
Summary

This guide has detailed the steps that we take to provide assurance of the activities which CPPE undertakes on behalf of Health Education England. It guides you through our activities from ensuring that our contract is managed actively, through the units providing assurance that the right work is being undertaken and on to the quality assurance processes that underpin everything that we develop and deliver.

This document is supported by our annual organisational strategy and costed plan narrative (finance strategy).

Each year we report progress against our objectives in our annual report. You can find this on our website.
Appendix 1: Development process of a CPPE programme

- Identification of project team and writer
  - Project outline and fee structure developed
- Declaration of attendance
- Design meeting
- Project plan finalised
- Design day agenda template
- Writers’ and contributors’ contracts issued
  - Fees confirmed
- Declaration of attendance
- Project outline and fee structure developed
- Design meeting
- Project plan finalised
- Design day agenda template
- Writers’ and contributors’ contracts issued
  - Fees confirmed
- Minimum of six individuals or two hospitals or one event to undertake pilot
- Minimum of two external reviewers and two internal reviewers
- Receipt of manuscript and first review by programme manager
- Pilot and review
- Send for editing and design
- Complete PID
- Final amendments
- Check PID is correct
- Send to publisher for final proofs
- Programme guardian contacted with contract
Appendix 2: Terms of reference

2A Learning development and innovation assurance unit

Members
- Unit accountable pharmacist: Paula Higginson
- CPPE director (chair): Chris Cutts
- Editor (with template responsibility): Terri Lucas
- Head of IT:* Matthew Coupe
- Director’s PA (meeting support): Jayne Plant
- Learning delivery assurance: Samantha White
- Patient and public involvement (PPI) lead: Lesley Grimes

* E-learning builder/IT representative (initially to be head of IT and review after 12 months)
** One learning development pharmacist and one regional manager (one year appointment)
*** The group will introduce learners as members 12 months after initiation

Scope
The learning development assurance and innovation unit will ensure that CPPE develops innovative and high-quality learning programmes through the use of current, appropriate peer reviewed processes and documentation. It will identify training needs for the programme development team. It will communicate to the wider CPPE team any relevant issues relating to learning development.

Terms of reference
- Define, manage and control learning development processes and documentation.
- Manage template structure and content.
- Assure the incorporation of the PPI strategy within learning development.
- Identify learning innovations and propose integration of these in the learning development strategy.
- Inform LAPD (and the wider team as appropriate) of training needs.
- Communicate learning development changes to the development team via LAPD (and the wider team as appropriate).
- Assure programme development plans, editing allocation and review e-builders’ work plans using the CPPE project timeline spreadsheet.
- Manage the induction and training of new learning development staff.

Internal governance
The learning development assurance and innovation unit will report to the following internal groups:
- Leadership team
- Operations management unit
- Learning delivery assurance unit

Administrative
- Papers will be circulated two weeks before the meeting
- Meeting support will be responsible for room-booking, minute-taking, distribution of actions, apologies, collation and distribution of papers

Communication
The learning development assurance and innovation unit will produce minutes and an action list after each meeting. These will be circulated to chairs of leadership team, QSG and LAPD (TBC).
2B Learning delivery assurance unit

Members
- Unit accountable manager: Samantha White
- CPPE deputy director (chair): Matthew Shaw
- Programme guardian lead: Ceinwen Mannall
- Learning portfolio audit group: Liz Reid
- Editor (corporate communications): Terri Lucas
- Systems manager (meeting support): Clare Hallam
- Learning development assurance and innovation: Paula Higginson
- Regional manager rep (six-month appointment)

Scope
The learning delivery assurance unit will ensure that CPPE delivers learning programmes to a high standard, whether face to face or via the CPPE website. It will take account of customer feedback and undertake evaluation of learning programmes. It will identify learning needs for tutors and regional managers and seek to meet these needs. It will feed identified learning needs for customers into the learning development process. It will communicate to the wider CPPE team any relevant issues relating to learning delivery.

Terms of reference
- Develop and manage processes for tutor performance
  - Tutor training
  - Tutor review by regional manager, peer review and PDRs
  - Tutor refresher
- Manage provision of learning delivery nationally
  - Event availability (topics?)
  - Event distribution (where?)
  - Numbers at events and patterns
- Develop and manage processes for evaluation of learning
  - Learner/user feedback
  - Optimising use of data available
  - Evaluation of innovation events
  - New tools for evaluation
- Develop and manage process for updating learning
  - PG process
  - Public health workshops
  - Reports from learning portfolio audit group
  - iPDF updating
  - Decisions on programme withdrawal
  - Keeping pathways fresh
- Contribute ideas for future learning plans
- Feed training needs to LAPD

Internal governance
The learning delivery assurance unit will report to the leadership team and QSG.

Administrative
- Meetings every two months
- Teleconference meetings about face-to-face learning delivery issues
- Face-to-face meetings about website learning two weeks following learning portfolio audit group meetings
- Papers will be circulated two weeks before the meeting
- Meeting support will be responsible for room-booking, minute-taking, distribution of actions, apologies, collation and distribution of papers

Communication
The learning delivery assurance unit will produce minutes and an action list after each meeting.
2C Operational management unit

Members
- Head of technology services (responsible for OMU): Matthew Coupe
- Learning delivery assurance (chair): Samantha White
- Director: Chris Cutts
- Finance and administration manager: Sadia Rulal
- Learning development assurance and innovation: Paula Higginson
- Customer experience and quality manager: Julie Kennedy
- Learning operations manager: Clare Hallam
- Editing and marketing: Terri Lucas
- Meeting support: Jayne Plant

Terms of reference
- Maintain the operational capability of the organisation to fulfil its requirements and priorities.
- Assure complaints, survey and feedback processes.
- Address any issues with operational activities.
- Ensure appropriate management of organisational assets.
- Allocate and monitor resourcing of activities as required.
- Ensure appropriate support and development is offered to all CPPE staff to fulfil their role.
- Oversee the management of contracts, facilities and service providers.
- Raise issues to the leadership team as appropriate.

Administrative
- The operational management unit meet every two months
- All meetings are face-to-face, teleconference is available for those who need it
- Papers to be distributed one week before the meeting
- Meeting support will be responsible for room-booking, minute-taking, distribution of actions, apologies, collation and distribution of papers including complaints/feedback log
2D Contract management board

Members
The membership will consist of the following who will act as representatives of their constituent groups:
- LETB MD/DEQ (chair)
- HEE
- DH pharmacy/workforce
- HENW
- NHS England
- Public Health England

Attending
- CPPE
- University of Manchester

Scope
The contract management board is responsible to Health Education England for the oversight of arrangements relating to the contract between HENW (on behalf of the NHS in England) and the University of Manchester for the delivery of learning and development for pharmacists (including pre-registration trainee pharmacists) and pharmacy technicians (who are providing or advising on NHS services in England) through the Centre for Pharmacy Postgraduate Education (CPPE).

Governance of CPPE
- Ensure effective governance arrangements are in place and appropriate discharge of responsibilities in relation to the management of the CPPE contract.

Engagement
- Review the process to ensure effective engagement of users, and partners across the NHS in England in the development and delivery, of CPPE services.
- Ensure HENW has agreed the priorities for the annual CPPE costed plan and organisational strategy.

Quality
- Oversee the quality assurance framework for learning and development programme delivered by CPPE.

Reputational oversight
- Oversee risk management of CPPE’s activities.
- Oversee and agree (through a closed, confidential forum) any joint ventures between the University of Manchester and CPPE, including the basis upon which any income generated will be shared.
- Ensure that unresolved issues and risks are escalated to Health Education England.

Annual report
- Receive and approve the CPPE’s annual report for publication.

Meetings
Meetings will be held every four months with one also being the annual review meeting (ARM). Quorum will be 70 percent of members. Meetings will be held in Manchester and hosted by CPPE. Teleconferencing facilities will be made available but members are expected to attend the ARM.

<table>
<thead>
<tr>
<th>Date</th>
<th>Focus</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>June</td>
<td>Annual review including quality review</td>
<td>Face to face - Manchester</td>
</tr>
<tr>
<td>October</td>
<td>Governance review</td>
<td>Teleconference</td>
</tr>
<tr>
<td></td>
<td>IP review (if required)</td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>Engagement review</td>
<td>Teleconference</td>
</tr>
</tbody>
</table>

Standing items (if available)
Minutes of executive operational board
Minutes of quality and standards group
2E Executive operational board

Members

- Chris Cutts, director, CPPE
- Tim Rendell (chair), head of pharmacy, Day Lewis Plc
- Steve Williams, consultant pharmacist (hospital)
- Kevin Ratcliffe, consultant pharmacist (community)
- Sue Ambler, head of education and training, HEE
- Neil McLauchlan, North West assistant director for education and commissioning
- Clare Hallam, admin support, CPPE
- Gill Risby, Yorkshire and Humber lead for pharmacy technical support staff development at University of Leeds
- TBC, chief executive, RPS
- Ellen Schafheutle, senior lecturer in law and professionalism in pharmacy, University of Manchester
- Bruce Warner, deputy chief pharmaceutical officer, NHS England
- Tess Fenn, president of APTUK
- Sadia Rulal, finance manager, CPPE

Terms of reference

- Recommend CPPE’s costed plan and organisational strategy to the contract management board.
- Offer expert and professional opinion on CPPE’s strategic development plans for learning programmes for all sectors of pharmacy.
- Offer expert and professional opinion on the scope and content of specific CPPE learning programmes for all sectors of pharmacy.
- Horizon scan to support CPPE strategic planning.
- Approve major strategic developments at CPPE, particularly those involving significant expenditure.
- Monitor CPPE’s performance in delivering the costed plan and organisational strategy.
- Review financial performance of CPPE at 6, 9 and 12 month intervals.
- Oversee and be informed by CPPE’s quality and standards group.
- Overseen significant workforce developments within CPPE.
- Authorise significant variations to agreed costed plan and organisational strategy.
- Consider issues relating to the University of Manchester, the profession and the Department of Health, and its impact on CPPE.

Meetings

The board will meet every three months.
Appendix 3: CPPE Associates

Nicola Arnold  
Education and development manager, Royal Surrey County Hospital NHS Foundation Trust

Sarah Billington  
Chief officer, Hampshire and IOW Pharmaceutical Committee

Alison Blenkinsopp  
Professor of pharmacy practice, University of Bradford

Linda Bracewell  
Chair of Lancashire LPN

Ruth Buchan  
Chief executive officer, Community Pharmacy West Yorkshire (CPWY)

Tony Carson  
Pharmacy advisor, NHS England, London region

Lucy Cave  
Lead clinical pharmacist (medicine), United Lincolnshire Hospitals NHS Trust

Louise Coughlan  
Chief pharmacist, Croydon University Hospital

James Davies  
Policy and planning manager, Company Chemists Association

Tess Fenn  
President of APTUK

Liz Fidler  
Associate head of pharmacy, HEE London and South East

Gail Fleming  
Pharmacy dean, HEE London and South East

Sanjay Ganveer  
Community pharmacist, leading edge practitioner, Greenlight Pharmacy

Emma Grace  
NVQ centre manager, Chemist and Druggist

Heather Gray  
Hertfordshire and South Midlands LPN

Patrick Grice  
Chief officer, PSNC Data Systems

Lyn Hanning  
Director of practice-based learning, Department of Pharmacy and Pharmacology, University of Bath

Mike Hedley  
Community pharmacy development manager, NHS Sussex Commissioning Support Service

Jonathan Horgan  
Head of medicines and IFR/clinical policy development, Midlands and Lancashire Commissioning Support Unit

Steve Howard  
Director of professional standards and superintendent pharmacist, Lloyds
Nick Hunter  
Chief officer, Nottinghamshire, Doncaster and Rotherham LPCs

Manir Hussain  
LPN chair for Staffordshire and Shropshire

Sheetal Jogia  
Chief technician training and development, King’s College Hospital NHS Trust

Lesley Johnson  
RPS Faculty development lead

Jasvinder Kaler  
Clinical lead and head for cardiology and thromboembolic disease, Central London Community Healthcare NHS Trust

Nick Kaye  
Chair of Peninsula LPF

Rachel Kenward  
Education lead, Nottingham Hospitals

Rachael Lemon  
Deputy dispensary manager, Poole Hospital

Carina Livingstone  
NHS Specialist Pharmacy Services

Fin McCaul  
LTC lead at Bury CCG and regional representative (North West), PSNC

David Mottram  
Emeritus professor of pharmacy practice, Liverpool John Moores University

Manjit Nahal  
Learning and development manager, Celesio UK

Lisa Olins  
Past Hertfordshire LPC chief executive

Ann Page  
Senior principal pharmacist, Education and Training, Hull and East Yorkshire NHS Trust

Gary Paragpuri  
Brand director, Chemist and Druggist (United Business Media UBM)

Hemant Patel  
Secretary for North East London LPC

Jasmin Patel  
Learning and development manager, Boots UK

Neal Patel  
Head of corporate communication, RPS

David Tamby Rajah  
Assistant head of PC commissioning (GP and Pharmacy), South London Area Team, NHS England and chair of South West London LPF

Karen Rice  
Business development manager, Cohens & Director AIMp

Gill Risby  
Lead for pharmacy technical support staff development, School of Medicines Optimisation, Health Education England (Yorkshire and the Humber)
Carol Roberts  
SHA prescribing and pharmacy lead, NHS East of England SHA

Finlay Royle  
Prescribing advisor, NHS Lambeth, and chair, South East London LPF

Mark Seaton  
Strategic lead for medicines and decision support, South Staffordshire CCGs

Rekha Shah  
CEO Pharmacy London (the pan-London LPCs)

Raminder Sihota  
Senior professional standards manager, Boots UK

Marie Slimm  
Chief technician, Birmingham Children’s Hospital

Ash Soni  
Community pharmacist and independent NHS consultant, Future Forum member, Pharmacy and Public Health Forum

Mark Stone  
Devon LPC project pharmacist and GP pharmacist, Tamar Valley Health

Mark Stuart  
BMJ Learning and Quality, International Olympics Committee Medical Commission

Samantha Travis  
Clinical leadership adviser, controlled drugs accountable officer, and LPN chair (Derbyshire and Nottinghamshire), NHS England

David Walker  
Community pharmacist, Formby Liverpool

Bruce Warner  
Deputy chief pharmaceutical officer, NHS England

David Webb  
Director of specialist pharmacy services for East and South East England, visiting professor UCL

Paula Wilkinson  
Chief pharmacist, Mid Essex Clinical Commissioning Group

Hannah Wilton  
RPS Faculty development lead
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

Share your learning experience with us:
email us on feedback@cppe.ac.uk

For information on all our programmes and events:
visit our website www.cppe.ac.uk