CPPE: A guide to governance and quality

A CPPE guide

June 2023
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Welcome to CPPE

The Centre for Pharmacy Postgraduate Education (CPPE) is funded by NHS 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 of the pharmacy workforce in 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 of that income is then reinvested into further development of our 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 customers.

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 internally and externally to deliver our commitments.

It describes the quality procedures that we have in place, the standards that we meet and the oversight that guarantees their delivery. These procedures, standards, and oversight are shaped and reinforced by our engagement strategy – the link with our stakeholders and partners that ensures our programmes and approach are fit for purpose.

Together, these procedures, standards, and oversight 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, 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.

Our approach to 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</th>
<th>Highlights</th>
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<tr>
<td></td>
<td>Open learning programmes developed on child health and substance use and</td>
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<td>misuse</td>
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<td>Tutor networks grow</td>
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<td>CPPE builds connections with family health services authorities</td>
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<td>1996-2000</td>
<td>All new programmes are accompanied by true/false questions to show proof of</td>
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<td></td>
<td>CPPE programmes become available to all pharmacists offering NHS services</td>
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<td>Health promotion collaboration announced with Royal Pharmaceutical Society</td>
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<td>of Great Britain</td>
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<td>2001-2005</td>
<td>CPPE pilots CPD workshops</td>
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<td>Workshops that tie-in to national service frameworks launched</td>
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<td>CPPE’s first website goes live</td>
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<td>30,000 learning programmes on emergency hormonal contraception sent out</td>
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<td>Programme to support care home services released</td>
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<td>Support for New Pharmacy Contract launched</td>
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<td>Learning provision extends to prison pharmacy</td>
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<td>2006-2010</td>
<td>CPPE launches learning@lunch format for hospitals</td>
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<td>Learning provision extends to pharmacy technicians</td>
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<td>CPPE launches focal point format for community pharmacy, along with learning</td>
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<td>community approach to learning</td>
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<td>CPPE publishes first local solutions materials</td>
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<td>First Route to revalidation programmes released</td>
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<td>A new CPPE website is launched</td>
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<td>2011-2015</td>
<td>CPPE gains social and mobile media presence</td>
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<td>Our Use of drugs in sport e-learning is developed as part of the training</td>
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<td>for health volunteers at the 2012 Olympic and Paralympic Games. Podium, the</td>
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<td>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</td>
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<td>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 thelearningpharmacy.com to provide learning opportunities for the</td>
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<td>whole community pharmacy team</td>
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<td>CPPE contract and funding transferred to Health Education England (HEE), and</td>
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<td>Health Education North West (HENW) nominated to manage contract on behalf of</td>
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<td>all Local Education and Training Boards (LETBs)</td>
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<td>CPPE gains Investors in People Gold accreditation</td>
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<td>Five-year contract signed with the National Institute for Health and Care</td>
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<td>Excellence (NICE) to develop e-learning tools to support the implementation</td>
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CPPE governance
 Launch of Declaration of competence (DoC) system
 CPPE launches two new apps: Medicines Quiz and NHS Medicines Safety
 HEE and CPPE launch Consultation skills for pharmacy practice programme and website
 CPPE develops longer contact e-courses to support skills and service development

2016-2019
 CPPE develops and launches gamification strategy
 CPPE chosen as education provider for NHS clinical pharmacists in general practice pilot; begins delivery of General practice pharmacist training pathway, and a new range of study days are developed and adapted to be made available to the wider GP workforce
 Learning@lunch programme format transformed to launch CPPE Optimise programmes
 CPPE works collaboratively with the Royal Pharmaceutical Society (RPS) to launch its Foundation training programme
 CPPE works collaboratively with the NHS Leadership Academy to deliver the Mary Seacole Clinical Leadership programme to over 600 pharmacy professionals funded via the Pharmacy Integration Fund
 CPPE develops a new Accuracy checking pharmacy technician learning programme and assessment for pilot
 CPPE chosen as education provider for the NHS England Medicines Optimisation in Care Homes programme
 CPPE develops a new online system for reflective essay submission
 New Clinical medication review e-course and associated assessment is launched to promote community pharmacy workforce development
 CPPE works with the National Institute for Health Research (NIHR) and Greater Manchester Patient Safety Translational Research Centre (PSTRC) to update and deliver its Risk management guide to promote the CPPE national Patient safety campaign

2020 - present
 CPPE continues to be the NHS England education provider for pharmacists and pharmacy technicians in primary care roles
 Clinical pharmacists in general practice education pathway and the medicines optimisation in care homes training pathway are redeveloped into the Primary Care Pharmacy Education Pathway (PCPEP)
 Extending our national consultation skills work, CPPE is commissioned to develop a new shared decision-making programme (self-directed e-course and online study days) for primary care pharmacists and pharmacy technicians
 CPPE develops and delivers the NHS Community Pharmacist Consultation Service (CPCS) face-to-face workshops, then repurposes them for online delivery as well as working collaboratively with the Royal Pharmaceutical Society (RPS) to deliver the Community Pharmacist Consultation Service training
 CPPE extends its patient safety portfolio with new programmes on Just culture and the Patient safety toolkit. The latest addition has been the Quality improvement programme
 CPPE launches a new programme: Introduction to genomics in pharmacy
 CPPE supports pharmacy professionals with learning and assessments to help achieve the criteria of the Community Pharmacy Quality Scheme
 CPPE develops new learning hubs to support pilot services linked to the new community pharmacy contract, and a new campaign to support the launch of the Community Pharmacy Contractual Framework
 CPPE works to support pharmacy professions in response to COVID-19 by:
  o Developing two concept e-courses to support pharmacy professionals returning to the GPhC temporary register in community and hospital pharmacy practice
  o Developing a COVID-19 hub to enable pharmacy professionals to find information in one place
  o Repurposing our workshop portfolio to run online, to support pharmacy professionals in maintaining their CPD and revalidation as well as continuing to deliver the Primary care pharmacy education pathway
o Developing and delivering training for the CPPE facilitator team in facilitation in the online environment

- CPPE creates a pharmacy postgraduate education research team to evaluate the impact of our learning on pharmacy professionals in England
- CPPE launches pharmacy technician impact groups to support professional development, build confidence, develop leadership skills, maximise networking and share best practice
- CPPE creates a suite of resources to develop culturally competent communication across the pharmacy profession
- CPPE works collaboratively with HEE and RPS to develop and deliver a 12-month programme for newly qualified pharmacists, aligning with the RPS post-registration foundation curriculum

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 oversight board support and feed into the CPPE leadership team.
Contract oversight board
CPPE operates to meet the learning needs of the NHS pharmacy workforce, through a contract between The University of Manchester and NHS England. Our contract oversight board has the role of monitoring our progress against this contract and providing assurance that we are meeting its requirements. The board brings together leaders from DHSC, NHS England, Public health bodies, CPPE and The University of Manchester.

It has four key areas of focus:
- Engagement
- Governance
- Quality
- Reputational oversight

Contract management board
Our contract management board is an operational subgroup of the contract oversight board. It meets at two-monthly intervals to discuss the impact of national service initiatives for the pharmacy workforce and any ensuing needs for provision of learning support. It reviews the core learning development strategy and operational plans for CPPE and advises on prioritisation and additional funding required to enable timely learning resource availability.

Contract management board membership:
Liz Hughes - (Chair), Director of quality, NHS England
Roz Cheeseman – Regional head of pharmacy responsible for CPPE, NHS England
Matthew Shaw – Director, CPPE
Paula Higginson – Head of learning development, CPPE
Anne Joshua – Pharmacy integration fund team, NHS England
Richard Cattell – NHS England

Operations and advisory board
Our operations and advisory board brings together a range of stakeholders to review and critique the work with which CPPE is engaged, and to assure that work 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 Matthew Shaw, director, and Samantha White, deputy director. They are supported in the leadership team by Paula Higginson, head of learning development, Sally Greensmith, head of primary care pathways and Gareth Cosens, head of technology services. Additional input comes from the CPPE finance and contracts officer, learning pathways and customer experience manager and head of editorial and marketing. The leadership team guides the organisation and provides its strategic context and direction.

Learning assurance unit
Accountable manager: Samantha White (deputy director)
The learning assurance unit assures the development and delivery of high-quality learning nationally. This unit is supported by our learning portfolio audit group that continually audits and maintains our website portfolio.

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.)
CPPE delivers learning programmes to a high standard, whether face-to-face or over online workshops, as well as through self-directed online learning via the CPPE website. The learning assurance unit takes account of customer feedback and undertakes evaluation of learning programmes. It identifies learning needs for tutors and regional managers and seeks to meet those needs. The unit feeds identified customer learning needs into the learning development process, and 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 tutors and education supervisors who facilitate workshops, support learners and promote the organisation in each area. This unit is supported by our learning portfolio audit group, which continually audits and maintains our website portfolio.

Operations management unit
Accountable manager: Gareth Cosens (head of technology 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 other administrative tasks. 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, marketing and promotions.

(The terms of reference for each of the units and boards can be found in Appendix 2.)

Finance
Department Finance and contracts officer: Zahid Akhtar
CPPE’s finance department works within The University of Manchester’s financial structure. This team manages all aspects of expenditure that come under the organisation’s business. Members of our contract oversight board are engaged when needed to critique income generation plans. CPPE’s costed plan is shared with our operations and advisory board, and then interrogated and approved by the contract oversight board before being signed off and funded directly by the NHS England National pharmacy programme team.

Our wider team
Internally, we look to our team 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. The whole CPPE team worked together and 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**: CPPE team members combine an awareness of their own strengths and limitations with a commitment to openness, honesty and high ethical standards.
5. **work together**: CPPE team members 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 reviewing our performance to see how we can improve. We seek to be proactive in achieving this, looking beyond as well as within the organisation for ways in which to measure our performance.

Quality and standards group
Twice a year we meet with patient and public representatives, academics from The University of Manchester and other higher education institutions and organisations to review all aspects of our performance. This includes auditing and reviewing our development processes, how well we perform in delivering learning events and the ways in which we deliver customer excellence, such as supporting learners and dealing with complaints.

Ensuring programmes are relevant and up-to-date
Our robust learning development processes ensure that our learning programmes meet the needs of the pharmacy workforce. You will find more information on these processes on the next page. 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.

Primary care pathway stakeholder reference group
Three times a year this group – made up of members of the pathway lead team and external stakeholders – meets to report on pathway progress, take feedback from our stakeholders and discuss issues raised in order to improve the delivery of the PCPEP. All feedback is then discussed internally and actioned (where possible) within the restrictions of the funding envelope and contract. If the suggestions cannot be actioned, we explain why to the stakeholder reference group at a future meeting.

External benchmarks
CPPE has achieved Investors in People Gold and Customer Service Excellence accreditations, reflecting our commitment to developing the team and listening to our customers.

Annual report
We use our annual report to tell customers and stakeholders about CPPE 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 NHS England.
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 pharmacy professionals from the CPPE learning development team and regional managers.

The programme manager will usually host a ‘design day’ and invite:
- writers
- subject/topic experts
- practitioners delivering pharmacy services to people across the Integrated Care System (ICS)
- those naive to the subject (ie, potential learners)
- representative groups/charities
- lived experience representatives
- partners.

At this ‘design day’, the above people will work together to decide on the outline for the learning programme. Following this, the programme manager will finalise the project scoping document, detailing the aims and learning outcomes of the programme and its structure and 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.

Review of learning programmes

External expert review – each programme is reviewed by two topic area experts from outside 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 the clinical accuracy of the learning content.

Internal learning approach review – each programme is also reviewed by two internal members of the development team. They ensure that the programme is designed in a manner that is consistent with the CPPE corporate style and approach, to guarantee learning that:
- is grounded in sound educational theory
- promotes person-centred care
- uses inclusive, diverse and culturally competent language
- includes practice-based and case-based activities that reflect society
- promotes a positive change in practice and patient care
- supports learners with their continuing professional development and revalidation
- is evidence-based and references up-to-date guidance.

Editor review – CPPE employs a team of editors who review our learning and marketing materials to make sure they are consistent, of a professional standard and written in plain, digestible English.

Pilot of programmes

All CPPE programmes undergo a pilot with their intended users. For workshops, this takes the form of a live event that is led by facilitators who have 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 learning materials that are used
- the approach to learning.
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.

E-learning and e-course 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.

In addition to the pilot of Optimise programmes as a CPPE tutor-led online workshop, we organise a pilot session to test Optimise programmes led by a learner in their own workplace, for example a hospital pharmacy or general practice setting. 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.

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.

**Development process**

- Pre-design meeting project scope developed
- Design meeting held
- Project scope finalised
- Programme copy produced
- Programme reviewed by two external experts
- Programme reviewed by two internal team members
- Workshop piloted with at least ten participants
- Self-study learning programmes piloted by at least six participants
- Programme reviewed by two external experts
- Programme reviewed by two internal team members
- Programme edited, designed and delivered to agreed schedule
- E-learning and e-course built and workshop material designed

Programme evaluation is incorporated in the development of all learning formats.
Assessments and CPPE

Offering accessibility
With a potential user group of over 86,000 pharmacists, pharmacy technicians and 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 be robust and reliable. We have a range of online assessments primarily designed to test knowledge and comprehension of a topic area with some testing application of learning to practice situations.

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 12-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, topics such as life skills and professionalism/professional judgement. Learners are asked to write a 500-word essay that describes how they intend to apply what they have learnt and how they will evaluate its impact on their practice. In 2020 we created a standard marking template and set of rubrics, and the learning team has undertaken training in following a standard approach to marking these essays.

For the PCPEP we have a range of additional summative and formative assessments including case-based discussion assessed by external experienced clinical pharmacists, reflection on patient and colleague feedback, and direct observation of practice of clinical examination skills and consultations skills by workplace based clinical supervisors. The consultation skills assessment uses a validated tool developed by CPPE: the medicine related consultation assessment tool (MRCAT).

Standards
Each assessment:
- is developed by a trained CPPE pharmacy professional
- is reviewed by external topic experts and CPPE internal reviewers before launch
- Offers constructive feedback linked to learning needs
- is linked to a pharmacy service standard when appropriate.
Quality assurance of the CPPE team

Roles at CPPE
The CPPE team spans a range of roles and departments:
- Head office – finance, editorial and marketing, IT and the operational and customer services teams
- Learning development team
- Learning delivery team
  - Regional managers
  - Head of primary care pathway and pathway leads team
  - Regional, local and event tutors
  - Education supervisors

Some CPPE employees hold multiple roles within the organisation. Ongoing training and support with professional development is key to maintaining the competence of the wider team.

Learning development
Lead learning development pharmacy professionals have experience in education and training and additional qualifications in education to Master’s level or above. The broader learning development team are supported in achieving postgraduate certificate level qualifications in education and above.

Facilitation of learning
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 also now have a highly trained education supervisor workforce that not only delivers workshops but also provides individual and group education supervision for our extended education pathway, PCPEP. We are committed to providing our team of facilitators and education supervisors with all the support they need to plan and deliver high-quality education.

Induction programme
All of our new employees who are likely to deliver events or meetings are required to attend an online facilitation skills training workshop and a face-to-face two-day training course which takes them through effective face-to-face facilitation techniques. The face-to-face facilitation skills course makes use of video feedback to demonstrate the range of behaviours and characteristics likely to be exhibited and suggests approaches to build on the positive and avoid the negative.

By the end of the facilitation skills 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 yet do not meet the required standard will be requested to discuss 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 new employee 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 every two years to provide feedback on their performance.

As part of the induction for education supervisors, the regional manager will attend a tutorial or initial meeting with a learner to offer feedback on performance and development needs. The regional manager or one of the pathway leads will then attend a minimum of one tutorial or learner meeting for each education supervisor every two years to provide feedback on their performance.
**Refresher training**
We offer refresher training on facilitation skills for the whole of our delivery team on an annual basis at our National meeting.

**Educational supervision**
The CPPE education supervisors support pharmacy professionals engaged in the national pathways for primary care, and newly qualified pharmacists. The supervisors’ role involves mentoring and assessing pharmacy professionals working through the pathways. All education supervisors undertake the CPPE Statement of Teaching Proficiency (STP) as part of their role. The CPPE STP programme takes a structured approach that allows education supervisors to demonstrate the necessary knowledge, skills and behaviours through a formal assessment process.

The STP requires completion of a CPPE online learning programme *Helping others learn* and attendance at two study days. Education supervisors are required to submit two reflective essay assessments.

- **Study day 1**: Principles of teaching and learning. The associated reflective essay assessment tests the ability to ensure that a learning experience is appropriately designed and meets the learners needs. The essay is titled: *How do you ensure that a learning experience is appropriately designed and meets the learners’ needs?*
- **Study day 2**: Principles of assessment. The associated reflective essay assessment tests knowledge of assessment methods and how to support learners through the assessment process. It is titled: *Principles of assessment.*

**Peer observation**
As well as the annual feedback offered by the regional manager, every two years each tutor is required to complete a *peer observation of facilitation* for one of their colleagues and then engage in a reflective discussion with that colleague, for developmental purposes. This allows tutors to see other styles and approaches for delivering learning events and to share suggestions on methods of managing learning events effectively. Education supervisors are also required to undertake a *peer observation of education supervision* every two years.

**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 and education supervisor workforce.

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

**Standards**
CPPE requires of its delivery team:
- attendance at mid-year meeting
- attendance at national meeting
- satisfactory completion of facilitation induction requirements
- a personal learning and development action plan relevant and linked to practice
- attendance at facilitation skills refresher training session annually at national meeting
- completion of the CPPE STP within 12 months of starting role (education supervisors)
- satisfactory line manager review of facilitation
- satisfactory line manager review of education supervision
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 has in depth knowledge about the subject of the programme.

The programme guardian regularly reviews the programme to make sure it is up-to-date and relevant to practice, and lets us know about changes that need to be incorporated or out-of-date material that needs to be updated or deleted. We remind each guardian 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 many forms of learning material, CPPE 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.

An ongoing challenge for CPPE is to find experts who can monitor the subjects of learning programmes and flag any material in need of update, incorporation, or deletion.

The role of the programme guardian

A programme guardian takes responsibility for the accuracy of the content 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 12-month intervals.

The purpose of a review may simply be to say that no changes are required. Or, a review may serve as an early warning of a potential change, or as advice regarding new therapies that could be added. Ultimately, a review could serve as a warning that, in the guardian’s opinion, the learning programme under view is now out-of-date and should be removed from the CPPE learning portfolio.

As a result of a programme guardian review, the programme manager at CPPE may produce a list of required changes. These changes are edited, rendered in plain English, and then applied to the programme to ensure that it is up-to-date.

Quality maintenance standards

CPPE requires that:

- a programme guardian is recruited for each programme at or before 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 four 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
- decisions about withdrawals of programmes are shared with the learning assurance unit and quality and standards group
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.

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.

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, online learning, longer programmes of learning and our commissioned work programmes, eg, the Primary care pharmacy education pathway and Newly qualified pharmacist programme
- provide information to CPPE on NHS England and pharmacy profession priorities
- support CPPE to prioritise developments and investments
- identify issues on the horizon which could impact on CPPE or learning/assessment provision
- ensure patients and the public are placed at the heart of our learning.

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
NHS England
Public health bodies
Royal Pharmaceutical Society
General Pharmaceutical Council
Care Quality Commission
Association of Pharmacy Technicians UK
Community Pharmacy England
National Pharmacy Association
United Kingdom Clinical Pharmacy Association
The Guild of Healthcare Pharmacists
NHS Employers
Primary Care Pharmacy Association
Selected patient groups/charities
CPPE operations and advisory board/contract oversight board members
Integrated Care Boards (ICBs)

Channels
- Personal communication from the director, deputy director, pathways lead or head of learning development as appropriate, with offer of attending appropriate meetings
- Via Operations and Advisory Board membership
- Convene a meeting every two years, possibly with the operations and advisory board.

Group Two
NHS England regional teams
All England Chief Pharmacist Group
National Institute for Health and Care Excellence (NICE)
Local professional networks pharmacy leads
Integrated care boards via tutor links
Hospital key contacts
Health and Justice Secure Environments Pharmacy Group
Ministry of Defence
Channels
Personal communication from the director using an online survey tool

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

Channels
- Crowd sourcing using social media survey tool and ranking of choices
- Phone calls and live chat via CPPE head office when people call
- Questionnaires at conferences, stands and design meetings
- Stakeholder groups for pathways
- Use tutor local events

We ask the following questions:

Section 1: consider our priorities for core learning support for next year 2022/2023
With changes in health and social care, new models of care for the National Health Service (NHS) and integration taking place across the pharmacy profession, CPPE wants to ensure that our learning programmes meet the needs of the pharmacy profession, the NHS and patients and the public. We would like you to tell us what you think are the priorities so we can ensure that our core learning, assessments and services are relevant, appropriate and fit for current practice.

1. List the areas of learning CPPE could develop next year (2022/2023). Please be specific and provide detail to help us focus the learning appropriately.
2. From your list, choose ONE learning area you would like CPPE to prioritise in 2022/2023?
3. Which stakeholder/s should CPPE collaborate with to develop your chosen priority learning area?

Explain why you have chosen this as your highest priority.

Section 2: consider our resource investment over the next three years (2022-2025)
Where should CPPE invest its core learning development resources between 2022 – 2025? When responding to these questions, think about the development of a clinical pharmacy workforce providing services across health and care system; health and social care priorities and reflecting on the changes to initial education and training

1. Support for trainee pharmacists in their foundation year
   a. Agree
   b. Disagree

2. Support for newly qualified pharmacists and pharmacy technicians
   a. Agree
   b. Disagree

3. Support for Advancing practice for pharmacists and pharmacy technicians
   a. Agree
   b. Disagree

4. Support for Consultant pharmacists
   a. Agree
   b. Disagree

5. Support for working across health and care systems and portfolio careers
a. Agree  
b. Disagree

6. Support for the pharmacy quality scheme (PQS) and new community pharmacy services
   a. Agree  
   b. Disagree

7. Support for genomics
   a. Agree  
   b. Disagree

8. Support for NHS net zero climate change and sustainability in pharmacy
   a. Yes  
   b. No

9. 10. Support for digital transformation in health and social care
   a. Agree  
   b. Disagree

10. More support for clinical pharmacy and therapeutics
    a. Agree  
    b. Disagree
    c. Please list your three priority therapeutics areas:
        1.  
        2.  
        3.  

11. More support for the medication and patient safety agenda
    a. Agree  
    b. Disagree

12. More support for leadership and professionalism
    a. Agree  
    b. Disagree

13. More support for health inequalities
    a. Agree  
    b. Disagree

14. More support for consultation skills, person centred care and share decision making
    a. Agree  
    b. Disagree

If you have indicated 'disagree' to any of the areas above please explain why and tell us who you think should invest in education support for these areas.

Section 3: tell us anything else you want us to consider about priorities and resource investment.

Section 4: provide your contact details, if you wish.
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:

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 NHS England and community pharmacy, as well as to other pharmacy professionals. Each member of the delivery team commits to engaging with local pharmacy colleagues, whether through visiting them in practice or through local committee meetings or other groups. This face-to-face contact ensures CPPE remains visible in the community as NHSE’s trusted provider of continued pharmacy professional development learning programmes.

Online publications
We send out a monthly e-newsletter by email to all pharmacy professionals on our database. This news bulletin contains information about CPPE’s latest courses and workshops, as well as relevant pharmacy professional news. We also share our monthly e-challenge (our quiz on what’s new and happening in pharmacy, medicines and the NHS) via email, our website and the PJ Online website. Additionally, we have a standing entry in Community Pharmacy England’s monthly magazine, *Community Pharmacy Training Matters*. Our online publications, as well as our social media, help us to reach a wider audience and encourage enrolment on our learning programmes.

Social media
We use Facebook, Twitter and LinkedIn to signpost CPPE learning materials to users who are interested in CPPE. CPPE’s approach to social media is to inform learners about new CPPE learning programmes, important dates for pathway enrolment and the range of soft skills courses that CPPE offers to support pharmacy professionals. In addition to the central social media accounts, each CPPE region has its own social media accounts in order to connect with learners at a regional level. Our social media channels also signpost to news articles on our website, which we regularly update 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 have regular contact to find out how we can best support their membership. CPPE also partners with the charity Pharmacists Support in order to highlight the importance of learning in boosting confidence, promoting CPPE’s learning programmes as one way to care for the pharmacy workforce’s wellbeing. CPPE maintains a long-term partnership with the Association of Pharmacy Technicians UK (APTUK) in order to highlight learning opportunities and resources for the pharmacy technician workforce.
CPPE governance
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, placing patients at the focal point of practice and adding 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 perspectives based on their lived experience. We constantly explore innovative methods of engaging patients and the public, and are exploring different ways of including the voices of people with lived experience of health conditions and healthcare services in the design and delivery of our learning materials.

In 2013, CPPE released a publication outlining our work on PPI in education: Patient and public involvement in the design of education for pharmacists: Is this an untapped resource?

We have also developed a guide for internal use on embedding inclusive, person-centred language into our learning programmes with the aim of promoting a culturally competent, person-centred approach to practice.

Improving PPI within learning development and delivery is a key focus of our three-year Equality, Diversity and Inclusion (EDI) strategy and is included within our year-one priorities for implementation and delivery.
Strategy development

The key components described above allow us to consider our strategic aims and objectives, and to review the needs of our learners and. Each year, CPPE agrees strategic targets with NHS England (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 2023/2024

<table>
<thead>
<tr>
<th>Target</th>
<th>Strategic test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>CPPE is one of many pharmacy leadership organisations. After more than three decades of service to the pharmacy professions, 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 will have operational plans to manage and develop this position, and further 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, the Declaration of Competence system and national programmes including Primary Care Pharmacy Education Pathway, Chief Pharmaceutical Officers Pharmacy Leader Development Programme and Accuracy Checking for Pharmacy technicians.</td>
</tr>
<tr>
<td>Internal and external governance</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>Efficient infrastructure</td>
<td>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 is 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, to improve the overall service provided by CPPE, to enhance the learning experience and to maximise the benefits to the organisation through the routine production of management information. We will investigate ways to maximise our use of and access to IT solutions from across the University. 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.</td>
</tr>
</tbody>
</table>
| Embedding patients and the public in CPPE strategy, learning and assessment | CPPE fully recognises the importance and benefits of engaging with patients and the public (PPI) in shaping and developing its learning and assessment. PPI can include engagement in the design of learning, the content of learning, review of learning, shaping of assessment and delivery of learning.

CPPE seeks to facilitate person centred practice through its learning and will be focusing on shared decision making as a key part of a consultation.

We will lead by example as we consider it fundamental that patients are integrated into the development of our learning and its delivery. |
| --- | --- |
| Engaging our stakeholders and customers | CPPE serves the NHS, Public Health services and Health Education England. It will continually listen and respond to its wide range of stakeholders and customers. These will include patients, the public, pharmacy professionals, the 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 Public Health service from such sources as the NHS long term plan, NHS Operating Framework, the 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. We will engage actively with leaders from the pharmacy multiples and with other sectors of practice through our hospital pharmacy panel and developing work in primary care. |
| Developing a quality learning portfolio supporting NHS and Public Health priorities and outcomes | 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. |
| Delivery and maintenance of quality learning and assessment | CPPE will provide learning opportunities so that the pharmacy workforce providing NHS and Public Health services in England is able to meet its revalidation requirements, while reflecting the educational requirements for specific NHS and Public Health services.

CPPE recognises that it develops learning programmes to support six key website pathways. These pathways support:

- career development and primary care pharmacy practice,
- providers of pharmacy education and training,
- individual learning needs and concerns,
- provision of NHS and Public Health services,
- clinical pharmacy and therapeutics, and
- business, leadership and personal development.

CPPE quality assures its 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. |
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 and enhance their role in educating others. These learning 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 that they will 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 the CPPE tutor and education supervisor team delivers a variety of online and face-to-face workshops. Many workshops were designed for online delivery to maintain learner engagement through COVID-19. Post-pandemic, we now deliver both online and face-to-face workshops. These cover different topics including specific clinical areas, consultation skills and leadership. 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.

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.
Optimise

Originally developed for hospital pharmacy, we have now extended the Optimise portfolio to include topic areas for multi-disciplinary learning across sectors of hospital, primary care and community pharmacy. These programmes are facilitated by CPPE tutors.

Learners can continue to use Optimise programmes to lead their own workplace-based learning sessions across NHS trusts and primary care networks.

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 these professionals 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 all sectors. It is generally more clinical than the other formats and encourages discussion with a view to improving practice. Learners can attend online CPPE tutor-led focal point events.
e-courses

Our e-courses are delivered through the Canvas virtual learning platform and provide learners with the opportunity to focus on a specific area of interest for six to eight weeks.

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

We recognise that some topics will attract learners of different expertise and experience. Accordingly, we have developed a new style of e-course to support all learners, which facilitates a more self-directed approach to learning. Learners complete a self-assessment framework prior to learning to identify their personal learning needs and are signposted to the material which is most relevant to them.

We also use the Canvas virtual learning platform extensively for the extended education pathway, PCPEP, to provide learning as well as pathway information.

<table>
<thead>
<tr>
<th>Table 1</th>
<th>CPPE supporting early careers pharmacy professionals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help patients and drive forwards in the public with their medicines and their career</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of renal therapeutics</td>
<td>Primary care essentials</td>
</tr>
<tr>
<td>Fundamentals of respiratory therapeutics</td>
<td>Preparing for community pharmacy practice</td>
</tr>
<tr>
<td>Fundamentals of palliative care</td>
<td>Orientation to hospital pharmacy</td>
</tr>
<tr>
<td>Substance use and misuse</td>
<td>Pharmacy technicians: enhancing your professional practice</td>
</tr>
</tbody>
</table>

Suite of fundamentals (clinical) e-courses

Our suite of ‘fundamentals’ e-courses offers learning to meet the needs of a pharmacy profession undergoing transformational change. These programmes enable learners to update essential knowledge, skills and confidence and apply their learning in practice for positive impacts on patient care. They focus on two themes essential for early careers pharmacy professionals:

- clinical therapeutics
- career development and expansion

Video learning

Our video learning provides video interviews or short pieces of video learning supported by a brief introduction, key messages and signposting to further resources on the topic. We use a reflective activity to stimulate learners to reflect on their practice while they watch the video as well as encouraging further reflection and next steps afterwards. Video interviews are not scripted and are particularly useful for presenting different opinions and views on a topic, including the those of patients and people using pharmacy services.
Residential courses and longer engagement courses

**Return to practice supports pharmacy professionals:**
- returning to community pharmacy practice following a career break
- wanting to change sector to community pharmacy
- returning to practice in England after work elsewhere in the UK or in other countries worldwide.

This is a tutor-led online course delivered over 12 weeks with four full day and two shorter online workshops supplemented with our Canvas e-course platform.

**Return to the register – building a portfolio** is a course for pharmacy professionals seeking a return to the register after an absence of more than 12 months.

**Chief pharmaceutical officer’s Pharmacy leaders development programme** is a two-block residential programme for experienced pharmacists and pharmacy technicians who aspire to lead large and complex NHS departments, services, teams or systems of care to benefit patients and local communities. It aims to develop the knowledge, skills, attitudes and behaviours to help experienced pharmacy professionals become outstanding, compassionate and inclusive leaders, and improve the performance of the teams and the people who work with them to deliver improved outcomes for patients and the public. It offers a mix of residential workshops, optional online specialist study days, and small group support to build capability, confidence and networks across the wider system.

**Primary care pharmacy education pathway**

CPPE is delivering the **Primary care pharmacy education pathway** (PCPEP) for NHSE. The extended education pathway focusses on developing skills for the pharmacist and pharmacy technicians working in primary care roles and promoting national NHS priorities in general practice.

Throughout the pathway, the pharmacy professionals are supported by a CPPE education supervisor. At the start they attend a learning needs analysis meeting with their education supervisor to identify gaps in their knowledge and skills, and to discuss how the pathway will address these. Any possible exemptions from parts of the pathway are also discussed.

Learning is organised in five modules and includes induction, clinical knowledge and its application, clinical assessment skills and leadership. A robust assessment strategy demonstrates achievement of competencies for the primary care role. Building on the previous **Medicines optimisation in care homes** pathway, PCPEP was developed for pharmacists and pharmacy technicians to learn together so they can understand each other’s roles and develop the maximum benefit for patient outcomes from their collective skill mix.

Education supervisors support engagement and progression with learning through group tutorials and one-to-one support. Workplace based clinical supervisors and senior clinical pharmacists provide local integration and clinical support. Clinical mentors, funded by CPPE, provide expert input in workshops as well as assessing case-based discussions and offering one-to-one mentoring for those who need extra support.
Accuracy checking pharmacy technician programme (ACPT)

CPPE provides a comprehensive, blended learning programme to support pharmacy technicians to develop the knowledge, skills and behaviours required to provide the final accuracy check of dispensed medicines that have been clinically screened or approved by a pharmacist, and assembled and labelled by another team member. This is a skills development programme with the aim of optimising skill mix in pharmacy teams to help to improve patient care.

Mobile learning

Our e-challenge learning quiz is a quick way to keep up to date, even for learners on the move. It is a regular monthly quiz on what’s new and happening in pharmacy, medicines and NHSE. It includes questions on a range of topics such as pharmacy services, new medicines, legal issues, ethical concerns and recently released reports and research.
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 the work we are involved in for the Declaration of Competence (DoC) system. CPPE sit with partners on the Pharmacy Competence Group and act as the educational leads for the DoC system. We work together to determine the required competences that pharmacy professionals 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 pharmacy professionals consider what they need to learn to demonstrate their abilities. Where pharmacy professionals 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 pharmacy professional can download this Statement of declaration and demonstrate that they are service-ready.

Some of our learning programmes are assessed by a reflective essay. Learners can submit their reflective essays electronically via the new online system and receive personalised feedback to support their development.
Summary

This guide has detailed the steps that we take to provide assurance of the activities which CPPE undertakes on behalf of NHSE. 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

**KEY**

- **Process steps**
- **Additional information**

**Design meeting agenda**

**Writers’ and contributors’ contracts issued. Fees confirmed.**

**Minimum of two external and two internal reviewers**

**Website entry check using topic template**

**Strategic planning of learning programme**

**Identification of project team and writer; project outline and fee structure developed**

**Design**

**Project plan finalised**

**Writers sent CPPE template and guidance on CPPE materials**

**Date set for submission of manuscript by writer**

**Receipt of manuscript and review by programme manager**

**Review and pilot**

**Edit and design**

**Final amendments**

**Publisher for final proofs**

**Live on website for bookings**

**Minimum of six learners, two NHS trusts/GP practices or one tutor led event to undertake pilot**

**Finalise Programme information document (PID)**

**Programme guardian contacted with contract**

**Scoping document update**

**Scoping and Programme information document (PID)**

**CPPE guidance includes CPPE Style guide, inclusive language guide, and format template**

**Scoping and Programme information document (PID)**

**Programme guardian contacted with contract**

**Minimum of six learners, two NHS trusts/GP practices or one tutor led event to undertake pilot**

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**Programme guardian contacted with contract**
Appendix 2: Terms of reference

2A Learning assurance unit

Members
- CPPE director – Matthew Shaw
- Deputy director – Samantha White (chair) – accountable for delivery assurance
- Head of learning development – Paula Higginson – accountable for development assurance
- Learning pathways and customer experience manager – Magda Karolczak-Bayatti – accountable for national pathways reporting
- Head of primary care pathways – Sally Greensmith
- Head of technology services – Gareth Cosens – accountable for the operational management unit
- Programme guardian and portfolio lead – Helen Middleton
- Editor – Roisin Cosnahan
- Learning portfolio audit group – Emma Barnes/Rachel Murray
- Lead pharmacist, learning development and PPI lead – Clare Smith/Elizabeth Allsup
- Regional manager representation
- Admin support – Clare Hallam

Scope
The Learning assurance 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 and meet the training needs for the programme development team.
- delivers Learning programmes to a high standard, whether face-to-face or via the CPPE website. It will take account of customer feedback, undertake evaluation of selected learning programmes and campaigns and seek to engage non-users of CPPE. It will identify learning needs for customers and incorporate them into the learning development process.
- offers national pathways that have a cohesive structure and offering within the brands and processes of the wider organisation. It will take account of customer and team feedback, ensure that processes are fit for purpose and ready for the future and plan for increased coverage of the pharmacy workforce.

The assurance unit will communicate relevant issues relating to learning development and delivery, national programme improvements and impact to the wider CPPE team.

Responsibilities (accountable role)
- Develop, manage and assure processes for delivery performance
- Assure the provision of learning delivery nationally
- Develop and manage processes for evaluation of learning
- Assuring that website pathways remain up-to-date
- 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 integrate into the learning development strategy
- Communicate learning development process changes
- Assure programme development plans, editing allocation and review e-builder’s work plan using the CPPE Project Timeline spreadsheet
- Assure the induction and training of new learning development team members
- Develop and maintain processes for CPPE national pathways
- Manage data reports and provide relevant information on usage and uptake
- Develop reports for CPPE executive level and Quality and standards group
- Contribute ideas for future learning plans
- Identify training needs and development opportunities, and inform LAPD

Internal governance
The learning assurance unit will report to CPPE leadership team and the Quality and standards group (QSG).
Meeting schedule

- The group will meet at two-month intervals.
- Papers will be shared electronically two weeks before the meeting.
- Admin support will be responsible for room/online booking, minute taking, action distribution, apologies, collation and electronic distribution of papers.

Communication

The assurance unit will produce minutes and an action list after each meeting.
2B Operational management unit

Members
- Deputy director: Samantha White (chair)
- Head of technology services: Gareth Cosens (accountable manager)
- Director: Matthew Shaw
- Finance and contracts officer: Zahid Akhtar
- Learning pathways and customer experience manager: Magdalena Karolczak-Bayatti
- Customer experience and quality manager: Julie Kennedy
- Learning operations manager: Clare Hallam
- Editing and marketing manager: Roisin Cosnahan
- Meeting support: Jayne Plant

Terms of reference
- Maintain the operational capability of the organisation to fulfil its requirements and priorities.
- Ensure complaints and feedback are monitored.
- 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 of the CPPE team to help fulfil their role.
- Oversee the management of contracts, facilities and service providers.
- Raise issues to the leadership team as appropriate.
- Receive reports from the branding group.

Internal governance
The operational management unit will report to the CPPE leadership team.

Meeting schedule
- The group will meet at two-month intervals in line with the assurance unit.
- Papers will be circulated electronically two weeks before the meeting.
- Admin support will be responsible for room/online booking, minute taking, action distribution, apologies, collation and electronic distribution of papers.
- Minutes will be uploaded to Teams within one week of the meeting.

Communication
The operational management unit will produce minutes and an action list after each meeting.
2C Contract oversight board

Members
The membership will consist of the following who will act as representatives of their constituent groups:
- DEQ (chair)
- NHS England regional head of pharmacy
- DHSC pharmacy/workforce
- NHS England contract lead
- NHS England
- Public health colleagues

Attending
- CPPE
- The University of Manchester

Scope
The contract oversight board is responsible to NHS England for the oversight of arrangements relating to the contract between NHS England and The University of Manchester for the delivery of learning and development for pharmacists (including 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 NHS England has agreed the priorities for the annual CPPE costed plan and organisational strategy.

Quality
- Oversee the quality assurance framework for learning and development programmes 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 NHS England.

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

Meetings
Two contract oversight board meetings will be each year, and one of these will also serve as CPPE’s annual review meeting (ARM). Quorum will be 70 percent of members. Meetings will be held in London and hosted by NHSE. Remote conferencing facilities will be made available but members are expected to attend the ARM.

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<tr>
<th>Date</th>
<th>Focus</th>
<th>Format</th>
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<tbody>
<tr>
<td>June</td>
<td>Annual review including quality review</td>
<td>Face-to-face</td>
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<tr>
<td>October</td>
<td>Governance review</td>
<td>Face-to-face or teleconference</td>
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<td>IP review (if required)</td>
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Standing items (if available)
- Minutes of Operations and advisory board
- Minutes of Quality and standards group


2D Operations and advisory board

The purpose of the CPPE operational board is to provide a broad range of perspectives on the full remit, function and outputs of the organisation. It offers critical support and proposals to support service improvement. It sense checks the work of the organisation from a user and commissioner perspective.

Members

NB. Membership is for the named individual only.

Director, CPPE Matthew Shaw
Chair Tim Rendell, head of pharmacy, Day Lewis Plc
NHS England Regional head of pharmacy Roz Cheeseman
NHS England Contracts officer awaiting information from NHS England
NHS England awaiting information from NHS England
Primary Care Sally Jane Hamilton
Specialist services Kevin Ratcliffe, consultant pharmacist
Secondary care Rabiya Mansoor
ICB Harpreet Bassi
Pharmacy technician Abimbola Aleshe
RPS Chief exec Paul Bennett
APTUK president Claire Steele
The University of Manchester Prof. Ellen Schafheutle, senior lecturer in law and professionalism in pharmacy

From CPPE

Finance and contracts officer Zahid Akhtar
Admin support Jayne Plant
Deputy director Samantha White
Head of learning development Paula Higginson
Head of primary care pathways Sally Greensmith

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.
Oversee significant workforce developments within CPPE.
Review 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 alternating face-to-face and online.
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
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Division of Pharmacy and Optometry
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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