

Plan and Record

A Guide to the GPhC's requirements for undertaking and recording
continuing professional development
Revised July, 2011 (version ii)

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Plan and Record: A Guide to the GPhC's requirements for recording continuing professional development

About us

The General Pharmaceutical Council is the regulator for pharmacists, pharmacy technicians and registered pharmacy premises in England, Scotland and Wales.

About this guidance

This document provides guidance on the GPhC's requirements for continuing professional development (CPD) and contains the master sheets for recording CPD on paper.

Status of this guidance

This document provides guidance on what we mean by CPD and how to record it in a way that will meet our requirements. We recommend that you also refer to our **standards for CPD** and our **CPD framework** which set out in detail our requirements for undertaking and recording CPD. These are both available from our website www.pharmacyregulation.org.

Why we are providing this guidance

We are providing this guidance to advise pharmacy professionals on what we mean by CPD and they need to do to ensure that they meet the GPhC's CPD requirements. This guidance may also be of interest to employers of pharmacy professionals.

Section 1: What is CPD and why is it important

Continuing professional development (CPD) is a continual process of lifelong learning. It follows a cycle of four stages; reflection, planning, action and evaluation. It includes everything that you learn that makes you better able to do your job as a pharmacy professional. An in-depth explanation of the CPD cycle is provided in *The CPD cycle and how it works* in section 2.

The CPD cycle enables you to update, maintain and develop your capabilities by:

- Helping you identify your individual learning needs.
- Recognising the learning that occurs in the workplace, whether formally or informally, perhaps just by having a conversation with your colleagues.
- Acknowledging that everyone learns in a variety of different ways and that you will have your own preferred methods.
- Avoiding the need to complete a fixed number of hours of CPD, or stick to a formal learning structure.

CPD focuses on a range of activities, how they affect you and the way you work. Anything which helps you to improve as a pharmacy professional can count, including:

- Learning knowledge and skills on conferences and courses
- Practice-based learning, including feedback from patients and audits
- Analysis and review of critical incidents (your own experiences)
- Self-directed learning including reading, writing or undertaking research
- Learning with others e.g. talking to colleagues or going to workshops.

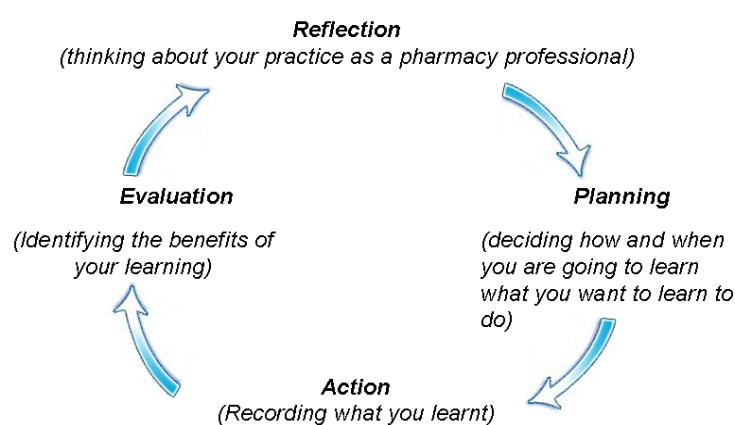
It is now a legal requirement that you undertake and record CPD in order to maintain your registration as a pharmacy professional. You can find out more about our requirements for undertaking and recording CPD within the documents [standards for CPD](#) and [CPD framework](#) which are available from our website www.pharmacyregulation.org.

Your CPD must be relevant to pharmacy practice and should reflect the work **you** do as a pharmacist or pharmacy technician. So for example, a community pharmacist or pharmacy technician's CPD record is likely to contain entries about clinical issues, public health issues and prescription and over the counter medicines. A pharmacy manager's record might reflect managing, coaching, or training skills that are being developed. An industrial pharmacist's CPD record should reflect the learning required for that sector of practice, with perhaps more focus on regulatory requirements or new technology. If you have more than one role, your CPD record should reflect pharmacy practice across all of the sectors in which you work.

Section 2: The CPD Cycle

All pharmacy professionals will continue to learn and develop throughout their professional lives to maintain and enhance their competence. A system for identifying individual learning requirements and for recording learning events, based on the CPD cycle of **reflection, planning, action and evaluation** was rolled out to pharmacy professionals from 2002 onwards. It requires registrants to think about their practice, what they might do to refresh and improve their knowledge and skills and to record what they learn and implement in practice. This can be as simple as learning about a new medicine or a more formal piece of learning to support a more substantial change such as the introduction of a new service or procedure. Sometimes learning occurs unexpectedly through experience and this can be recorded as CPD as well.

In order to meet our CPD requirements entries within your CPD record must be structured according to the CPD cycle. There is more information about the CPD cycle within our **CPD framework**.



Continuing professional development is a cyclical process of learning. Although there are four stages to the cycle, not every learning experience includes all the stages. We recognise this and our approach to CPD is flexible and puts you in control. When you record your CPD for the GPhC, we will expect you to identify the stages of the cycle that are involved and structure your entries accordingly. Although you can start your CPD entries at any stage in the cycle, every entry must include an evaluation of what you have learnt and its benefits to your development and practice because we believe this is the purpose of CPD in pharmacy. Experience has shown that most people find it easiest to start their CPD entries at either reflection or action and we recommend this

approach. It is now a requirement that at least three of the required nine CPD entries for each full year start at reflection and cover the other three stages of the cycle.

How people learn is a matter for individual preference and judgement and everyone learns in more than one way. Your CPD record should demonstrate that you have used a mixture of types of learning over a five year period. Records of both formal continuing education (learning from courses and workshops) and learning from practice experience (sometimes known as experiential learning) can contribute to the requirements of our CPD framework.

What do we mean by reflection?

Reflection really means thinking about things. It includes thinking about your practice as a pharmacy professional, deciding if you want to change the way you do things or develop your career. It also includes identifying if you want to introduce a new element to your practice such as a pharmacy service to a residential home or diagnostic monitoring. So, for example, if you are planning to change or develop the service you provide or to change your scope of practice, you will need to think about this in advance. You could use this process for a CPD entry starting at reflection.

Thinking about your practice is really important when things go wrong or don't go as well as you think they should. You need to analyse what happened and think about what you can do to prevent the same happening again. This is sometimes referred to as critical incident analysis and you can use this experience to make a CPD entry.

Reflection means thinking about other things too, such as conversations with colleagues or thinking about something you have read. Both of these can trigger ideas that lead to the recognition that you need to learn something else.

When you record CPD starting at reflection we ask you to record, what you want to learn and why this learning is relevant to the safe and effective practice of pharmacy and to your own scope of practice.

Planning

Planning is important to CPD because it enables you to identify and set priorities according to their urgency and importance. Some things need to be done immediately while others can wait. Similarly, some of the things you want to learn are more important than others. Once you have identified something you want to learn we ask you to consider its importance to patients and the public, your colleagues and to the objectives of your organisation. If the learning you are considering is important to you, but of little importance to the recipients of your services or to your colleagues, then the impact of that learning on your practice is likely to be modest. We recommend that you focus your planned CPD on those activities that are likely to have the biggest impact on the recipients of your services, your colleagues and your organisation.

You can record these details in the planning section of your CPD entry.

Action

Completing this stage of a CPD entry is easy. You need to record what you did, what you have learnt and when the learning was undertaken or completed.

It is quite common to learn something unexpectedly without prior thought or planning. It can happen, for example, when you are reading a journal, talking to a colleague or when you attend a professional meeting. This is sometimes referred to as unplanned or unscheduled learning. In these circumstances you can start to record a CPD entry at the action stage.

Evaluation

This is the most important stage of the cycle as this is where you think about (reflect on) what you have learnt. There are two stages to evaluation. Firstly, you need to think about the success of your learning activities. Have you learnt all you wanted to, or is there something else that you still need to learn? This is important to understand because you may need to undertake additional learning activities to achieve what you set out to learn.

Secondly, you need to understand if what you have learnt has benefited or will benefit your practice as a pharmacy professional. This may be the case even if you did not complete the learning fully. Identifying benefits is not always obvious. If you are able to introduce a new service successfully, the benefits will be clear. If, as a result of some learning, you are more confident in your ability to respond to a particular query or have some new knowledge that you can use in your practice that is a beneficial outcome.

Evaluation is the last stage in the cycle. Every CPD entry should contain a completed evaluation stage. You may find, when your CPD record is called for review, that you have not yet had an opportunity to put all of your learning into practice, for example, if you are on maternity leave or are preparing to introduce a new service that has not yet started. If this applies to you, it is acceptable to record in a CPD entry how you think the learning will benefit your practice in the future.

When a CPD entry is complete, you should confirm this in the check box.

Section 3: Guidance on our standards and framework for continuing professional development

What you must do in order to meet our CPD requirements

To meet our CPD standards you must

1. Keep a record of your CPD that is legible, either electronically online at the website www.uptodate.org.uk, on a computer or as hardcopy on paper and in a format published or approved by us and carrying the CPD approved logo.
2. Make a minimum of nine CPD entries per year which reflect the context and scope of your practice as a pharmacist or pharmacy technician.
3. Keep a record of your CPD that complies with the good practice criteria for CPD recording published in *Plan and Record* by us (see checklist in section 7).
4. Record how your CPD has contributed to the quality or development of your practice using our CPD framework.
5. Submit your CPD record to us on request.

In order to meet the criteria that we will use to determine whether or not you have met our CPD requirements when your CPD record is called for review, you must ensure that:

6. your CPD record contains entries covering the full period of the review, or, where there are gaps, you are able to provide an adequate explanation which you can substantiate with appropriate evidence;
7. at least three of the entries you complete for each full year of the review period start at reflection
8. within the CPD entries you intend to submit for review, collectively, you can demonstrate that you have applied at least half of the assessable criteria for good recording practice (see checklist in section 6).

Activities that can be recorded as CPD

There is no defined activity requirement. However as a guide, the following activities may lead to learning that could be included in a CPD record.

- learning knowledge and skills at conferences, courses and professional meetings
- practice-based learning including feedback from patients
- professional audit, including peer review
- analysis and review of critical incidents and complaints

- self-directed learning, including reading, writing and undertaking research
- learning with others in the workplace
- interactions with other healthcare professionals
- preparing for and giving lectures and presentations
- designing and delivering training sessions or courses
- writing papers and other articles for publication
- any other activities that result in learning that is relevant to your practice as a pharmacy professional.

Good CPD practice

1. Keep a learning portfolio

We recommend that you keep a personal learning portfolio as a record of your professional development in addition to the CPD record that you are maintaining for the GPhC. This can contain things like records of attendance, key learning points from continuing education, qualification certificates if you have undertaken further formal study and notes of any other learning, for example, things you have learnt in the course of your work. This will provide a useful resource when you are writing up CPD entries and you will also find it a useful in any situation where you need to provide evidence of your knowledge, skills and capabilities, for example if you are applying for a new job or bidding to provide a new service. You will also find a learning portfolio useful if we ask you to provide us with supplementary information to help us to verify that the information within a CPD record that you have submitted to us for review relates to learning you have undertaken and to your scope of practice.

2. Keep a personal development plan

A personal development plan (PDP), such as the example given in section 8, can help you to establish CPD priorities in order to shape your development, career and business plans. By setting out some of the steps that you might need to take to help you to achieve your goals and aspirations, a PDP can help you to shape your career rather than just reacting to events. A PDP can take many forms, but any plan you establish will need to be flexible and change as your job requirements and aspirations change. It should also be realistic, not everyone can or will want to become a superintendent/chief pharmacist or senior executive within the pharmaceutical industry but everybody with foresight and some planning can find challenge, variety and interest in their job and career.

3. Keep your CPD record up to date

Keeping your CPD record up to date will mean that you are not faced with the onerous task of having to compile a large number of CPD entries within a fairly short timescale when your CPD record is called for review. Don't forget that the number of entries we will be looking

for when your record is called for review will change over time and once the standards have been in place for 5 years most registrants will be expected to have at least 45 entries in their CPD records.

Aim to complete more than the minimum number of CPD entries each year and to reflect on your practice at least once per month. Jot down things that you learn while you are at work or out at meetings on an ongoing basis in a notebook or diary. This will provide you with a useful reference when thinking about what to record as CPD. You will probably find that you learn much more than you need to demonstrate that you have met our CPD requirements.

Make sure that, from 2 July, 2011, at least three of the required nine CPD entries for each full year of your registration start at reflection and check that your entries comply with the criteria for good recording practice using the checklist in section 6.

When your CPD record is called for review, check that it contains CPD entries recorded over a period of five years unless:

- you have already had a CPD record reviewed, in which case it should cover the period since your CPD record was last reviewed; or
- you have been registered for less than five years or have returned to the register within the last five years, in which case your CPD record should cover the period since the date of your first registration or the date that you returned to the register.

If you have had a career break or taken maternity leave during the period covered by the review it is acceptable to have gaps in your CPD record of up to 12 months. You will need to advise us for the reasons for these gaps and where possible support this with some appropriate evidence. For example, if you have taken some maternity leave during your review period, you could provide a copy of a birth certificate as evidence.

4. [Take part in a range of different types of learning](#)

You should take part in and record CPD that results from a range of types of learning that is relevant to your scope of practice as a pharmacy professional and is, overall, relevant to pharmacy. It is good practice to take part in some activities where you can learn with other pharmacy professionals, for example at workshops, conferences and professional body meetings. It is also good practice to attend events that provide an opportunity for networking and discussing professional issues with your peers.

Data Protection and confidentiality

[Patient confidentiality](#)

Pharmacy professionals have a duty by law and under the GPhC's Standards of Conduct, Ethics and Performance not to disclose confidential information about patients without their consent unless required to do so by the law or in exceptional circumstances. Please take care when you are referring to issues concerning specific patients within a CPD entry to make the information anonymous or to use coded information.

Our use of your personal data: the GPhC's data protection statement:

The GPhC is a data controller registered with the Information Commissioner's Office. The GPhC makes use of personal data to support its work as the regulatory body for pharmacists, pharmacy technicians and retail pharmacy premises in Great Britain. Data may be shared with third parties in pursuance of the GPhC's statutory aims, objectives, powers and responsibilities under the Pharmacy Order 2010, the rules made under the Order and other legislation. Personal data may be processed for purposes including (but not limited to) updating the register, administering and maintaining registration, processing complaints, compiling statistics and keeping stakeholders updated with information about the GPhC. Information may be passed to organisations with a legitimate interest including universities and research institutions. Please note that the GPhC will not share your personal data on a commercial basis with any third party.

Support and useful contacts

For more help with and information about recording CPD, you can also visit:

The Royal Pharmaceutical Society

The professional body for pharmacists in England, Scotland and Wales

www.rpharms.com

Telephone: 0845 257 2570

APTUK (Association of Pharmacy Technicians UK)

The professional body for Pharmacy Technicians

www.aptuk.org

Telephone: 020 7551 1551

CPPE (Centre for Pharmacy Postgraduate Education)

CPPE offers free continuing professional development (CPD) opportunities to all pharmacists and pharmacy technicians providing NHS services in England.

Website: www.cppe.ac.uk

Telephone: 0161 778 4000

NES (NHS Education Scotland)

The national centre for continuing pharmaceutical education in Scotland.

Website: www.nes.scot.nhs.uk/pharmacy/

Telephone: 0141 223 1400

WCPPE (Welsh Centre of Pharmacy Professional Education)

WCPPE receives funding from the Welsh Assembly to provides continuing professional development (CPD) opportunities for the pharmacy team in Wales.

Website: www.wcppe.org.uk/

Telephone: 029 2087 4784

Section 4: Recording your CPD electronically

There are different ways you can record your CPD. For information about recording on paper, please see section 5.

Recording CPD online

The best way to record your CPD is online at the website www.uptodate.org.uk. The advantages of recording your CPD online are:

- Easy editing of your CPD entries.
- Legibility – your record is typed, so you needn't worry that your record will be rejected due to illegibility.
- Easy accessibility – you can access your record from any computer that has internet access.
- Safety – your record is backed up on secure servers, so any problems with your own computer will not affect your record.
- Security – only you or people you wish to have access can see your record. The GPhC cannot access any part of your record without your permission, unless you have submitted it to us for review.
- If you wish, you are able to share specific parts of your CPD record securely and at your discretion over the internet with your employer or colleagues.
- You can submit your record for review electronically and you are able to track the progress of your submission once you have done this.
- CPD records that are submitted for review electronically reach our reviewers quickly, so you will receive your feedback faster than if you send your record to us by other methods.
- Once your CPD record has been reviewed you will have access to an electronic copy of a detailed report giving feedback on the quality of your CPD recording.

How do I obtain a reminder of my user details for recording CPD online?

If you need a reminder of your username and password for recording CPD online, please go to the login problems section of www.uptodate.org.uk, scroll to the bottom of the page and add your GPhC number and surname. If you have registered your email address with the GPhC, have previously used the online system and have set up a secret question that you can answer, your user details will be emailed to you automatically. If you have not previously logged onto www.uptodate.org.uk and not set up a secret question, then your user details will be posted to you (please note that this may take up to 7 days).

How secure is my online CPD record?

Information that you record online using the website www.uptodate.org.uk is saved automatically every 5 minutes. In addition, the online databases are backed up externally at regular intervals and an offsite backup is carried out every week at a secure data centre. GPhC staff do not normally have access to your personal CPD account, but if your CPD record has been called for review, the GPhC will have access to those entries in your record that you have submitted for review.

Can others view my online CPD entries with my permission?

If you wish to share your record with anyone you can give viewer access and assign user details once you are logged into your online CPD account using the “properties tab” (at the top right hand side of any page).

CPD desktop

The CD-ROM version of the CPD recording system, CPD desktop, was made available from 2005 to users without internet access who wished to record their CPD electronically. This software is based on an old version of our recording system and we no longer recommend using it. We will not review CPD entries that are made after 1 January, 2011 using this software. CPD entries that have been made using CPD desktop before January, 2011 can continue to be submitted for review.

CPD technical helpdesk (CPD Online and CPD Desktop)

The CPD technical helpdesk can help you with technical problems you are having with the online CPD recording system. Before contacting the helpdesk we suggest that you look at the “technical help” section of the CPD recording site www.uptodate.org.uk where you can find the answers to a number of technical questions about the recording system.

Telephone: 01225 383 663

Email: helpdesk@coacs.com

Section 5: Recording your CPD on paper

This section contains the master record sheets for recording your CPD on paper. Paper recording is still an acceptable way of recording your CPD, but we encourage pharmacists and pharmacy technicians to move to online recording using the website www.uptodate.org.uk as this offers a range of advantages.

CPD entries within a CPD record submitted to us for review must be written in a format that we have approved. We will continue to accept CPD entries made on paper in formats that were approved by the Royal Pharmaceutical Society before 27 September 2010. Formats that have been approved by the RPS will display the logo shown below:



CPD entries submitted to us for review will not be accepted if they have been written in a format that has not been approved.

When you are completing these sheets, you should make sure you complete a full section, and do not mix-and-match sheets. This means that if you wish to start an entry at **Reflection**, you should complete all four sheets which have 'CPD recording sheets for learning that starts at Reflection' at the top. Equally, if you start at **Action**, you should complete the two sheets with 'CPD recording sheets for learning that starts at Action' written at the top.

These forms are master copies – you may photocopy them to make your entries on, but they can also be downloaded from our website at www.pharmacyregulation.org.

Don't forget, if you are recording on paper, you should make sure that you write in blue or black ink and that your writing is legible.

CPD recording sheets for learning that starts at reflection

**General
Pharmaceutical
Council**

Reflection

Date learning need identified ___ / ___ / 20 ___	CPD no. ___ ___ ___
Name of entry _____	Entry no. ___ ___

R1: What do or what did you need to learn?

What you need to learn may be new knowledge, skill(s), or a new attitude – anything which you think will make you better able to do your job as a pharmacy professional or prepare you for a new service or role. You should be as specific as possible.

R2: How is this learning relevant to the safe and effective practice of pharmacy and to your own scope of practice?

Explain how you chose what to learn and why this bit of learning is relevant to your practice as a pharmacy professional.

R3: Tick one or more methods that you used to identify what you needed to learn.

- | | |
|--|--|
| <input type="checkbox"/> Critical incidents | <input type="checkbox"/> Audit |
| <input type="checkbox"/> Appraisal | <input type="checkbox"/> Feedback from users of service / products |
| <input type="checkbox"/> Peer review/talking to colleagues | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Personal interest | <input type="checkbox"/> Other |

Planning

P1: When will you need to have achieved this learning?

___ / ___ / 20___

Putting an estimated date may help you to set priorities for your learning. Be as specific as possible, but don't worry if the date is just an approximation.

P2: Why is this learning important to you and your practice?

Write a brief description of how this learning will affect you, your service users, your colleagues and your organisation. If you don't think that your learning will have a significant impact on anyone, you might want to consider why you are undertaking and recording this learning.

You can use the scale below to rate the importance of this learning, but you also need to fill in the box above too.

	None	Low	Moderate	High	Very high
Importance to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Importance to the users of your services or products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Importance to colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Importance to organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P3: What might you do in order to achieve this learning?

It is important for you to consider a range of options for achieving your learning. Aim to list a few different options e.g. attend workshops, study open learning packs, talk to colleagues. Outline what you think are the advantages and disadvantages of each option. You may not choose to complete all the options that you've listed, but it is important to show that you have considered them.

Option	Description of different options	Advantages	Disadvantages	Select (✓ or ✗)
1				
2				
3				

4				
5				

Action

A1: When did you complete the activities outlined in your plan?

Record the date you completed the activities that you chose from your plan. If you need to keep a continuing education record for other organisations then you may find it useful to jot down how long each activity took, but this is not a requirement. The number in the option column should correspond to the options you selected in the question above (P3).

Option	Description of what you did	Date completed

A2: What have you learnt?

Describe what specific skill, knowledge, attitudes and/or behaviours you've gained as a result of your learning. This may be different to what you originally set out to learn.

Evaluation

E1: To what extent did you learn what you set out to learn at the start of this CPD cycle?

You may find it useful to revisit the 'Reflection' page and decide on what you originally wanted to learn before you decide to what extent you've achieved that learning.

Fully

Partly

Not at all

E2: If you ticked 'fully' or 'partly', give an example of how you've applied or how you intend to apply what you learnt to your practice.

Putting learning into practice is a good way to prove that you've actually learnt what you set out to. It may be a while before you apply what you have learnt. It's fine to leave this box blank and come back to it when you've had a chance to put your learning into practice.

E3: If you ticked 'fully' or 'partly', what have been or what will be the benefits of this learning to your practice?

You might find it useful to revisit your 'Planning' page and consider how you, your service users, your colleagues and your organisation have actually benefited or will benefit from your learning. Do include any feedback about your practice, formal or informal, that you've had from other people.

E4: If you ticked 'partly' or 'not at all', describe what it is you still have to learn.

You may find it useful to revisit the 'Reflection' page and check on what it is you originally wanted to learn before you describe what it is you still need to learn.

E5: If you ticked 'partly' or 'not at all', explain why you think you didn't achieve your learning.

You may find it useful to revisit the 'Reflection' and 'Planning' pages to work out why you didn't achieve everything you set out to learn. It's all right for you not to have achieved all of your learning, but it is important that you explain why.

E6: If you ticked 'partly' or 'not at all', what do you intend to do next?

Nothing, I've learnt enough for what I need

Review this entry to see how I can achieve the outstanding learning

Start a new CPD cycle at Reflection about what I still need to learn

CPD recording sheets for learning that starts at action

**General
Pharmaceutical
Council**

Date learning completed ___ / ___ / 20 ___

CPD no. ___ - ___ - ___ - ___

Name of entry _____ Entry no. ___ - ___

Action

A1: Describe the activity you took part in that enabled you to learn something new.

Be specific about the activity you describe. If you read an article, give it a reference.

A2: Describe what you actually learnt from this activity.

Try to describe this in terms of the skills, knowledge, attitudes and/or behaviours you have developed.

Evaluation

E1: Give an example of how you've applied or how you will apply what you learnt to your practice.

Putting learning into practice is a good way to prove that you've actually learnt what you set out to. It may be a while before you apply what you have learnt. It's fine to leave this box blank and come back to it when you've had a chance to put your learning into practice.

E2: What have been or what will be the benefits of this learning to your practice?

You might find it useful to consider how you, your service users, your colleagues and your organisation have actually benefited or will benefit from your learning. Do include any feedback about your practice, formal or informal, that you've had from other people.

E3: What do you intend to do next?

- Nothing, I've learnt enough for what I need
- Start a new CPD cycle at Reflection about what I still need to learn

Section 6: Criteria for good CPD recording practice (for self-assessment of your CPD entries)

This section will help you to review your CPD entries against the criteria for good recording practice that our CPD reviewers will use to review your CPD record.

By self-checking your entries against this list, you can get an idea of whether your entries are likely to meet our criteria for good recording practice.

FOR LEARNING THAT STARTS AT REFLECTION
I have described what I needed to learn.
I have described why this learning is relevant to my role as a pharmacy professional.
I have shown the method/methods used to identify what I needed to learn
I have given a target date for completing this learning
I have described why it is important for me to complete this learning and I have indicated that my learning needs have been prioritised.
I have described the different options or activities I could choose from to learn what I want to do.
I have described how appropriate I think the different options or activities are.
I have ticked/indicated which activities I selected/decided to do.
I have recorded the date the learning was completed
I have described what I have learnt.
I have described how I have put something that I have learnt into practice or how I will be able to do this.
I have described how my learning has benefited or will benefit my practice.
Where I haven't learnt all that I set out to learn/wanted to learn, I have described what aspect I still need to learn about.
Where I haven't learnt all that I set out to learn/wanted to learn, I have described why I think this has not been fully achieved.
Where I haven't learnt all that I set out to learn/wanted to learn, I have indicated what I am going to do next.

FOR LEARNING THAT STARTS AT ACTION
I have given the date I completed the learning activity.
I have described what I have learnt.
I have described how I have put something that I have learnt into practice or how I will be able to do this.
I have described how my learning has benefited or will benefit my practice.

Within the record as a whole

I have used a variety of methods of identifying what I wanted or needed to learn, such as:

Appraisal	yes	no
Audit	yes	no
Peer review	yes	no
Incidents in the workplace	yes	no
Feedback from users	yes	no

I have described why the learning I wanted or needed to complete is or was important to the users of my products and/or services.

yes no

Section 7: Personal development plan

A personal development plan (PDP) is designed to help you to focus your CPD on those areas of learning which will help you to achieve your development, career and business plans.

Your current job

The following questions will help you establish some CPD priorities relating to your current roles.

1. Describe up to three incidents in your workplace during the past year that caused you to feel that you had made a difference or were a personal and/or professional success.

2. Looking through your responses to the previous question, try to identify something or things you need to learn or improve on that might help you build on that success.

3. Describe up to three incidents in your workplace during the past year that caused you to feel uncomfortable, unhappy, ill-at-ease, threatened or simply fed-up.

4. Looking through your responses to the previous question, try to identify something or things you need to learn or improve on that might help you handle similar situations more effectively.

Your job in the future

The following four questions will help you establish how your current role(s) may change over the coming years, and how you may prepare for these changes.

5. If your workplace has a development plan for the next three years, briefly summarise the three points of that plan that will most affect you.

6. What do you need to learn in order to stay up to date with these three points?

7. If you work within the NHS, can you identify three local and national policies and priorities that will affect you, patients and other users of your services, and the organisation(s) for whom you work?

Your career

These questions should help you focus on your key career goals over the coming years.

8. What do you need to learn in line with each of these policies and priorities?

9. Looking at your career plans for the next three to five years, identify three new things that you want to be doing within that time frame.

10. What do you need to learn in order to achieve each of these career aspirations?

Section 8: Frequently asked questions about CPD recording

What type of activities should I include in my CPD records?

Not all CPD records have to relate to clinical activity or dealing with patients. Your CPD record can reflect anything that is relevant to your particular role or scope of practice as a pharmacist or registered pharmacy technician.

For example, a manager's record might contain entries reflecting managing, coaching or training skills being developed. Likewise, if you are working in a specialist field, such as oncology, or as an advanced practitioner, such as a prescriber, your records should contain entries to reflect this. CPD records do not have to reveal confidential details of your work. For example, entries of people working in research would not be expected to contain confidential information.

What if I work across different areas of pharmacy?

Your CPD record needs to be relevant to you and reflect each area of practice that you work in. Therefore, if you work in secondary care but undertake locums in community practice your records should include CPD from both areas.

I am currently not working due to illness or maternity leave. Will I still be expected to do CPD?

If you are absent from work due to illness or maternity leave, you are exempt from making CPD entries provided that your period of absence is twelve months or less. When your CPD record is called for review we will ask you to provide some information about the reasons for any gaps in your record and to support this with appropriate evidence. We recommend that, when you are able to and particularly towards the end of your sickness or maternity leave, you undertake some learning, such as reading journals articles, to prepare yourself for your return to work. You can use some of this learning as the basis for making some CPD entries. You may not be able to evaluate the benefits of this learning to your practice until you return to work, in which case we recommend that you make a note to take another look at the entries once you are back at work.

I am registered with the General Pharmaceutical Council but am living outside Great Britain/not currently working/not working in a pharmacy environment. Do I need to undertake and record CPD?

Everyone who is registered with us is entitled to practise as a pharmacy professional in Great Britain, the Channel Islands or Isle of Man. Each time you renew your registration you are required to complete a declaration stating that you are either practising or that you intend to practise in Great Britain. You must therefore comply with the CPD standards and the requirements of the CPD framework even if you are living outside Great Britain, are not currently working or are working outside of the pharmacy profession.

Section 9: CPD Glossary

Continuing Education:

CE refers to traditional methods of learning such as attending workshops, study days or courses. These activities can be very useful and will inevitably feature as part of most pharmacists' or pharmacy technicians' CPD, but not all CPD is made up of CE. Less formal learning counts too.

CPD

Continuing professional development (CPD) is a continual process of lifelong learning and includes everything that you learn that makes you better able to do your job as a pharmacy professional.

CPD activity

Any activity that is relevant to your role or scope of practice which results in learning or the development of skills.

CPD cycle

This is the framework introduced to the pharmacy profession from 2002 onwards for the analysis and recording of CPD based on the four stage cycle of reflection, planning, action and evaluation.

CPD entry

A CPD entry will contain information about one piece of learning you have done; it can start at any stage in the CPD cycle and should always end at "Evaluation", although we recommend that you start your entries at either "Reflection" or "Action".

CPD framework

This is the framework adopted by the GPhC that builds on the CPD standards and sets out the minimum requirements and conditions that you must meet as a pharmacy professional in respect of your CPD.

CPD record

A CPD record is a written or electronic record in which you keep your CPD entries, in a format that has been approved by us, containing information about the CPD that you have undertaken that relates to the scope of your practice as a pharmacy professional.

If your CPD record **has been reviewed previously** it must cover the period since the date of completion of the last review of your CPD.

If your CPD record **has not yet been reviewed** it should include details of

- the CPD you have undertaken over the last five years or,
- if you have been registered for less than five years, the CPD you have undertaken since the date of your first registration as a pharmacy professional.

CPD rules

These are set out in a statutory instrument (a legal document that has been approved by the Privy Council) and outline

- the circumstances in which registrants can be regarded as having failed to comply with our CPD requirements; and
- the steps that we may take if a registrant fails to comply with our CPD requirements.

CPD standards

These are the standards for CPD that you will need to meet in order to maintain your registration with the General Pharmaceutical Council. The standards contain information about how you must keep information about your CPD, the amount and type of CPD that is required, how you should record CPD and when you should submit your record to us.

CPD year

For the purposes of determining whether the requirement within the CPD standards to record a minimum of 9 CPD entries per year has been met, a CPD year is a period which ends on the expiry date of your entry in the register. For any part-year within the review period, for example, the part-year that follows the date on which your CPD record was last called for review, or the part-year in which your record is called for review, your CPD record must contain a proportion of the required number of entries.

Criteria for good recording practice

These are the criteria used by our CPD reviewers to check that the information you have recorded in your CPD entries follows the CPD cycle (please refer to our CPD framework for more information about how these are applied).

Criteria for review of CPD records

These are the criteria that we will use when your CPD record is submitted for review to determine whether or not you have met our CPD requirements (please refer to our CPD framework for more information about how these are applied).

Pharmacy Order

The Pharmacy Order 2010, sets out the role, functions and powers of the GPhC. Section 43 of the Pharmacy Order sets out the role, functions and powers of the GPhC in relation to CPD.

Plan and Record

'Plan and Record' is a guidance document available from our website that contains more information about our requirements for recording CPD. It covers: how to meet our standards, the activities that may lead to learning that could be included in a CPD record, the CPD cycle, good practice criteria for recording CPD and approved formats for CPD recording.

Review period

A period of up to 5 years ending on the date that your CPD record is called for review. The circumstances in which your review period will be less than 5 years include:

- where the period from your first registration as a practising pharmacist or practising pharmacy technician is less than 5 years; or
- if you have previously failed to comply with our CPD requirements or have a history of poor compliance with any of our standards.

Scope of practice

Any area of pharmacy within which you practise or intend to practise.