

# Re-introduction of GPhC revalidation requirements



Reflection



Peer Discussion

Planned CPD

Unplanned CPD



## Purpose of revalidation

# General Pharmaceutical Council

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It is the requirement by GPhC for all pharmacy professionals to maintain registration.

It is a process that helps to show that the trust members of the public have in pharmacy professionals is well placed.

Helps pharmacists and pharmacy technicians to keep their professional skills and knowledge up to date.



## Time line of the introduction of framework and the covid-19 pandemic

In March 2018 GPhC introduced the new revalidation framework, 4 CPD records

In March 2020 GPhC reduced the requirement of renewal submission records from six to one: Reflective log

**In March 2019**

**1<sup>st</sup> October 2022**

**March 2018**

**March 2020**

Introduction of 6 submission records  
4 CPD records, 1 reflective log, 1 peer review

Reintroduction of full revalidation requirements: 6 records



## Re-introduction of registration requirements after covid 19

- A Registration renewal date was on or after 1<sup>st</sup> October 2022, required to submit all six revalidation records.
- These are:
  - **4 CPD records: 2 planned and 2 unplanned**
  - **Reflection log**
  - **Peer discussion**
- Your registration renewal date is different to your registration expiry date.



## Must do's



- Records must be relevant to the safe and effective practice of pharmacy and should relate to the context of your practice, including if you have multiple roles or any specialisms.
- Be your own records.
- Give real examples of how the learning has benefited the people using your services.
- Patient confidentiality to be maintained throughout each record
- Submission in online via myGPhC following a set framework.
- It is continuous.



## Continual Professional Development (CPD) records



Two planned learning – when you decide to develop your knowledge and/or skills in advance of carrying out the learning activity. Consider what area(s) you need to develop and plan your learning.



Two unplanned learning – when an event happens that causes an unscheduled learning activity without prior thought or planning, for example through reading a journal or talking to a colleague.



Each type of learning can lead to the other. A planned learning activity might lead to an unplanned one or the other way round.



# Planned CPD

## GPhC Criteria

- What are you planning to learn?
- How are you planning to learn it?
- Give an example of how this learning has benefited the people using our services.

## Example



# Unplanned CPD

## GPhC Criteria

- Describe an unplanned event or activity that enabled you to learn something new or refresh your knowledge or skills.
- Give an example of how this learning benefited the people using your services.

## Example



## Reflection record

- Encourages you to think about how you meet GPhC standards for pharmacy professionals in the work you do.
- This increases awareness and understanding of the standards and helps you to reflect on how your practice affects the people using your services
- Current standards set by GPhC to reflect on:
  - Standard **one**-Pharmacy professionals must provide person-centre care.
  - Standard **two**- Pharmacy professionals must work in partnership with others.
  - Standard **three**-Pharmacy professionals must use their professional judgement.
- The above to remain in place for two years from 1st October to 31st December 2024.



## Reflection example

### GPhC Criteria

- Tell us briefly about your area of work (setting and main roles)
- Tell us briefly who the typical users of your service(s) are.
- Tell us how you meet the standards for pharmacy professionals we have selected.
- Give real examples taken from your practice to illustrate how you meet the standards we have selected.

### Example



## Peer discussion

- It is a learning and development activity that encourages you to engage with others in your reflection on learning and practice.
- To be most effective, these discussions should be designed to aid your development, open and honest and with someone who you trust and respect.
- You are free to select your own peer and it should be someone who understands aspects of the work you do.
- Peer discussions can take place in any format: face to face, over the phone, via web chat, via a video call or any other means of real time communication that is effective for you.
- They need to be planned.



## Peer discussion continued

- For your peer discussion to be effective you need to consider the following things:
  - decide on an appropriate peer or peers
  - Share relevant information to guide the discussion
  - have the discussion and respond to it in a reflective way
- There are different types of peer discussion and only you will be able to decide which type would be most effective for you.
- Some types of peer that are effective in prompting discussion are:
  - a trusted colleague
  - a line manager (with their staff member, or the other way round)
  - another health and social care professional
  - a group of peers
  - a mentor or coach



# Peer discussion example

## GPhC criteria

- Give the name, contact details and the role of your peer.
- If you took part in a group peer discussion, provide details for one person from the group.
- Describe how this peer discussion changed your practice for the benefit of the people using your services,
- Tell us why you chose this peer.
- Tell us how this peer discussion has helped you reflect on and make improvements to our practice.
- Give a real example of any beneficial outcomes for the people using your services as a result of making changes to your practice.
- Do not include any feedback about your practice that you have had from other people.
- You do not have to include information on the subject(s) discussed if you feel the contents are confidential.



## Review by GPhC and what it involves

- The selection of reviews is partially random and partially targeted by GPhC.
- If you are chosen, you will be notified by GPhC.
- Your records will be reviewed jointly by a pharmacy professional and lay reviewer.
- Reviewers receive anonymised copies of your records.
- They work together using review criteria set out in the revalidation framework
- They will produce a feedback report.
- Take up to six weeks to receive feedback from date of notification.
- If you meet the review criteria, your submitted records will not be reviewed for two years.



## Resources for revalidation and learning

GPhC website for revalidation information.  
[www.pharmacyregulation.org/revalidation-glance](http://www.pharmacyregulation.org/revalidation-glance)

Learning: Work based/in-house training.

APTUK- website, member only area for learning resources, revalidation information.  
National and Branch meetings.  
APTUK magazine.

Learning: HEIW- e-learning packages, study evenings.

CPPE- e-learning, study evenings, revalidation information.

Royal Pharmaceutical Society-study evenings/talks



## Learning events: know what's happening and when

- Emails
- Websites
- Facebook
- Twitter
- Instagram



- Any questions?

