

June 2016

Are You and Your Team Really *Engaging* in Continuing Professional Development (CPD)?

Defining Attribute 4

Please note: Deb Hearle and Sarah Lawson are both practicing Occupational Therapists with a passion for CPD. This work is undertaken in our free time and our TRAMmCPD resources which include the TRAMm Model, TRAMm Tracker and TRAMm Trail (TRAMmCPD) are downloadable *free of charge* from our [web-site](#) for use by anyone who needs to engage in CPD. Our work is protected by a [Creative Commons licence](#), therefore you are free to share the material, provided you attribute it to us; you may not use any material for commercial or financial gain.

Any proceeds from the sale of our book *Hearle, D; Lawson, S and Morris, R (2016) A Strategic Guide to Continuing Professional Development for Health and Care Professionals: The TRAMm Model* are used towards the further development of TRAMmCPD and [web-site](#).



This work is licensed under the [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](http://creativecommons.org/licenses/by-nc-sa/4.0/). To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA. Permissions beyond the scope of this licence may be available at <http://www.trammcpd.com/contact-about-us.html>

June 2016

Defining Attribute 4: Learning is recorded, evaluated and shared with others.

- How can you ensure that you meet the HCPC Standards for CPD?
- How will you record the details of your CPD?
- What mechanisms do you use to monitor and measure your progress?
- Does your manager encourage you to disseminate your learning?
- Are you updating your TRAMm Tracker/Trail? (Hearle et al, 2016)

**Recording your CPD**

The TRAMmCPD team have provided downloadable tools free of charge to assist you with your recording:

[The TRAMm Tracker](#) is there to help you to maintain a running record of core CPD activities. This can be easily updated and also is useful for submitting your evidence of a continuous record of CPD for HCPC ([HCPC 2012, Standard 1](#)).

[The TRAMm Trail](#) helps you to record more detail about the nature of your CPD on an easy to view chart.

Both the TRAMm Tracker and TRAMm Trail are designed to be used as 'works in progress' to be continually updated as you go along. We have written a sample [TRAMm Tracker](#) and [TRAMm Trail](#) for Susan Model case 1 to demonstrate how they may be used to Record your CPD to help you meet the [HCPC Standards for CPD \(2012\)](#).

For more information about recording your CPD according to the TRAMmCPD team see Chapter 5 Recording your CPD Plans and Activities in: Hearle D, Lawson S, Morris R (2016) *A Strategic guide to continuing Professional Development for Health and Care Professionals; The TRAMm Model*. Keswick. M & K Publishing.

Reflection is a core method by which people record their CPD, which enables you to think about what you did and consider either why things went well, why things did not go so well and then what actions you may need to take to further your practice in future. You do not necessarily need to use a model to guide you but there are a variety of models out there to assist you if required. Have a look at some of these:



Boud (1988) Boud, D. (1988). *Developing Student Autonomy in Learning*. London: Routledge, Kegan Paul.

De Bono Group: *Six Thinking Hats*: Available on-line @ http://www.debonogroup.com/six_thinking_hats.php [accessed 25 June 2016]

De Cossart and Fish (2005) (De Cossart L and Fish D (2005) *Cultivating a Thinking Surgeon*. Shrewsbury. tfm Publishing



June 2016

Fish and Twinn (1997) Fish, D., and Twinn, S. (1997). *Quality Supervision in the Health Care Professions. Principled Approaches to Practice*. Oxford: Butterworth-Heinemann

Gibbs Reflective cycle (Gibbs G (1988) *Learning by Doing: a Guide to Teaching and Learning methods*. Oxford. Further Education Unit).

Johns (1994) (Johns C. 1994 Nuances of reflection. *Journal of Clinical Nursing*. 1993 3: p71 -75)

Schön D.A. (1983) (Schön D.A. (1983) *The Reflective Practitioner*. Aldershot. Arena)

Evaluating/ Measuring your CPD

In order to meet the [HCPC Standards for CPD 3 and 4](#) we need to provide evidence to demonstrate what, how and the impact our CPD learning has had. If we do not evaluate or measure the outcome of our CPD, we cannot tell if we are achieving what we set out to achieve. It is important to measure and learn from both our successes and failures to include understanding why things did or did not work and what, if anything, we would do differently next time.

Remember when evaluating it is important to examine our impact at micro & macro levels considering the impact of our CPD on ourselves (e.g. confidence/new skills/knowledge), on our service users/stakeholders (e.g. performance) and on our organisation/staff within the organisation (e.g. improvements in working practice, cost savings). Consider the questions below designed to help you begin to reflect on ways to measure the impact followed by some suggestions of how to do this.

Evaluating and Measuring Impact on Yourself

Questions to consider:

- * Has the CPD increased my knowledge, skills and influenced my practice?
- * In what way has CPD influenced my practice
- * Has my confidence changed?
- * What, if anything would I do differently next time?
- * Have I met the objectives I set for my CPD and if so how?
- * Can I place a tick against the first four HCPC standards for CPD?
- * Have I visited every appropriate station for TRAMm (Tell, Record, Activities, Monitor, and measure)?



June 2016

Suggestions; how to measure the impact of your CPD upon yourself:

- * Anecdotal e.g. Letters of Commendation, awards
- * Successful annual appraisal
- * Confirmation of achievement of specific individualised goals via supervision
- * Reflection on skill acquisition and improvement
- * Time taken to complete activities or levels of confidence
- * Peer review
- * Preceptorship/KSFs
- * Accreditation e.g. Practice Placement Educators (APPLE)

Evaluating and Measuring Impact on Service User/Stakeholder*Questions to consider:*

- * Has my CPD had an impact on my service users (positive or negative)?
- * What specific impact has my CPD had on service users?
- * How has my CPD impacted on the performance/ability of my service users?
- * Are the service user outcomes significantly different since I undertook my CPD?
- * What do my service users think of my intervention?
- * Have my peers/colleagues noticed any changes in service user performance?
- * What, if anything would I do differently next time? Why?

Suggestions; how to measure impact upon your service user/stakeholder

- * Anecdotal evidence
- * Formal feedback via surveys/questionnaires
- * Outcome measures
- * Standardised assessments
- * Case studies showing change such as reduced care package or removal of need for equipment
- * Objective observation
- * Undertaking research
- * Using research as evidence (e.g. [intervention evidence chart](#))

Evaluating and Measuring Impact on your Organisation/Others*Questions to consider:*

- * Has my CPD had an impact on service delivery?
- * How has my CPD had an impact on service delivery?
- * Have I saved the organisation any money?
- * Have I generated any income for the organisation?
- * Have I influenced others or strategy via my CPD?
- * Has my CPD contributed to policy development?
- * What if anything would I do differently next time?



June 2016

Suggestions; how to measure the impact upon your organisation/others:

- * Anecdotal Evidence (informal feedback)
- * Meeting targets/performance indicators
- * Improvement in working practices (e.g. streamlined procedure comparison, staff performance/opinions)
- * Quality Improvement Projects (use PDSA cycle)
- * Service evaluation
- * Audit or undertaking research
- * Cost effectiveness (can be easy calculations or e.g. QALYs)
- * Input/output measurement
- * Economic evaluation (try to access training on health economics)



For quality improvement project guidance see the following web-site:

www.1000livesplus.wales.nhs.uk/home

The College of Occupational Therapists now provides guidance documents for members about the evidence base of certain interventions and health economics of occupational therapy within specific areas. Log in to their web-site and go to Professional resources for further information.

<https://www.cot.co.uk/briefings-and-guidance/guidance-documents>

For more information about evaluating your CPD according to the TRAMmCPD team see Chapter 8 Measuring your CPD in: Hearle D, Lawson S, Morris R (2016) *A Strategic guide to continuing Professional Development for Health and Care Professionals; The TRAMm Model*. Keswick. M & K Publishing.

Disseminating your CPD

- Consider presenting your work to others in your department/organisation or why not submit an abstract for a relevant conference.
- For more information about disseminating your CPD according to the TRAMmCPD team see Chapter 4 Planning and Disseminating your CPD in: Hearle D, Lawson S, Morris R (2016) *A Strategic guide to continuing Professional Development for Health and Care Professionals; The TRAMm Model*. Keswick. M & K Publishing.



This work is licensed under the [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](http://creativecommons.org/licenses/by-nc-sa/4.0/). To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA. Permissions beyond the scope of this licence may be available at <http://www.trammcpd.com/contact-about-us.html>

June 2016

Here at TRAMmCPD our own CPD journey continues, we continue to develop TRAMmCPD and are working to submit the results of the CPD Engagement concept analysis for publication. We are interested to hear your thoughts and ideas about what we have written. If you have any comments or queries please [contact us](#):

Email: enquiries@TRAMmCPD.com

Via our website: <http://www.trammcpd.com/contact-about-us.html>

Twitter: [@TRAMmCPD](#) [@SLawsonOT](#) [@HearleD](#)

To download the full additional 'Are you and Your Team Really Engaging in Continuing Professional Development' information please visit <http://www.trammcpd.com/cpd-engagement.html>

Example TRAMm Tracker and TRAMm Trail:

Susan's TRAMm Tracker

This TRAMm Tracker has been written as an example of a Model Case which reflects all five of the defining attributes of CPD engagement.

Susan a Band 7 Occupational Therapist has completed her TRAMm Tracker to keep track of her CPD which meets HCPC Standard 1.

Please note: this TRAMm Tracker has been completed with the most recent entries at the top.

Susan's TRAMm Trail

Susan has also completed a TRAMm Trail (see Appendix 2) which provides more details and demonstrates how she has meets all five of the defining attributes of CPD Engagement for this piece of CPD.



Susan's TRAMm Tracker

<u>HCPC Standard 1</u>	<u>HCPC Standard 2</u>	<u>HCPC Standard 3</u>	<u>HCPC Standard 4</u>	
Maintain a continuous, up to date and accurate record of CPD activities	Demonstrate CPD activities are a mixture of learning activities relevant to current or future practice	Seek to ensure that CPD has contributed to the quality of their practice and service delivery	Seek to ensure that CPD benefits the service user	
<u>HCPC Standard 5</u> - Only applies when called for HCPC audit				
Upon request, present a written profile of own work, supported by evidence, which explains how standards have been met				
TRAMm STATIONS – Suggestions only for more information see:				
<u>A Strategic Guide to Continuing Professional Development for Health and Care Professionals: The TRAMm Model</u>				
TELL (T)	RECORD (R)	ACTIVITIES (A)	MONITOR (M)	mEASURE (m)
Informal/Formal Discussions	Current EBP	Planned in Advance	Formal/Informal Mentorship	Specific Individualised Goals
Supervision	Publications	Beyond Mandatory and Specialist Training	Supervision staff/students	Informal Education Opportunities
Disseminating Information	Service Evaluation/Benchmarking	Learning from colleagues Tell	Establishing Development Plans	Performance Indicators
Facilitating Training Sessions	Audit	Research/Reading Journals	Peer reviews	Letters of Commendation
Presentations	Reflection – Verbal/Written	Attending Conferences/Courses	Lecturing/Teaching	Standards of Proficiency
Journal Club	CPD Record Sheet	Shadowing/Secondments/Rotation	Meetings	Skill Acquisition and Improvement
Peer Supervision	Annual Appraisals	Reflection	Managing	Applied Knowledge
Annual Appraisals/IPR/PDR	Portfolio	Further Education	Performance Indicators	Audit
Case Studies	Online digital curation	Active member of professional body	Formative Assessment	Outcome Measures



June 2016

Date	Subject	Description	Certificate	Reflection	TRAMm Trail	HCPC Standards					TRAMm					Index	Notes
						1	2	3	4	5	T	R	A	M	m		
			<input type="checkbox"/>														
			<input type="checkbox"/>														
DD/MM/YY	Work based learning	Constraint Induced Movement therapy	<input type="checkbox"/>	R	T	1	2	3	4	<input type="checkbox"/>	T	R	A	M	m		Reflections, TRAMm Trail, copy of Report in CPD Portfolio. Other Records in case note management system at work or on CPD usb
DD/MM/YY	Self-Directed Learning	Reading journal article in British Journal of Occupational Therapy	<input type="checkbox"/>	<input type="checkbox"/>	T	1	2	<input type="checkbox"/>	A	<input type="checkbox"/>	<input type="checkbox"/>		Bloggs et al, 2016 Constraint Induced Movement Therapy. British Journal of Occupational Therapy. pp xx - xx				



Susan’s TRAMm Trail

TRAMm Trail Title: Constraint Induced Movement Therapy

Date: DD/MM/YY – ongoing

This TRAMm Trail has been written by Susan Band 7 Occupational Therapist, it demonstrates all five of the defining attributes of CPD Engagement:

Tell (T)	Record (R)	Activities (A)
<ul style="list-style-type: none"> • Discussed with supervisor how to develop this learning to fit with my career plans to work towards advanced practitioner status (DD/MM/YY) • In-service training to team about constraint induced movement therapy with results of small trial (DD/MM/YY) 	<ul style="list-style-type: none"> • DD/MM/YY Email written and sent to authors of Constraint Induced Movement article • Supervision record (DD/MM/YY) • Reflection based on Fish and Twinn (1997) Strands of Reflection (DD/MM/YY – ongoing) • Notes written during shadowing (DD/MM/YY) • Intervention Evidence chart completed (DD/MM/YY) • Baseline assessment results (DD/MM/YY) • Report written and presented to clinical director (DD/MM/YY) • TRAMm Tracker (DD/MM/YY – ongoing) • TRAMm Trail (DD/MM/YY – ongoing) • CPD Portfolio updated (ongoing) • Case notes (DD/MM/YY) 	<ul style="list-style-type: none"> • DD/MM/YY Self-directed learning. Read Bloggs et al, 2016 Constraint Induced Movement Therapy. British Journal of Occupational Therapy pp xx – xx using Critical Appraisal Skills Programme (CASP) Tool • DD/MM/YY Informal internet research - identified conference abstract book where the authors have presented their work which has their contact details



Monitor (M)	Measure (m)	HCPC Standards met: 1,2,3,4
<ul style="list-style-type: none"> • DD/MM/YY Supervision with manager, negotiated time from work to visit article authors for period of 2days • Ongoing self-monitoring and reflection • DD/MM/YY further supervision with manager to feedback results and agree next course of action 	<ul style="list-style-type: none"> • Successful trial results (DD/MM/YY) • Positive feedback from service users and carers recorded in case notes (DD/MM/YY) • Positive feedback from Manager documented in Supervision record (DD/MM/YY) • Positive feedback from clinical director (DD/MM/YY) 	<p>PLAN of ACTION:</p> <ul style="list-style-type: none"> • Further reflection in 3 months' time • Investigate options to disseminate (TELL) results to wider audience within the next 6 weeks • Map this to Advanced Practice Pillars, particularly clinical and educational and ensure I develop objectives for application of this in my next appraisal.



June 2016

REFERENCES:

Hearle D and Lawson S (2016) *Are You and Your Team Really Engaging in Continuing Professional Development (CPD)?* College of Occupational Therapists 40th Annual Conference & Exhibition 28 - 20 June 2016, Harrogate p 135

Hearle D, Lawson S, Morris R (2016) [*A Strategic guide to continuing Professional Development for Health and Care Professionals; The TRAMm Model.*](#) Keswick. M & K Publishing.

