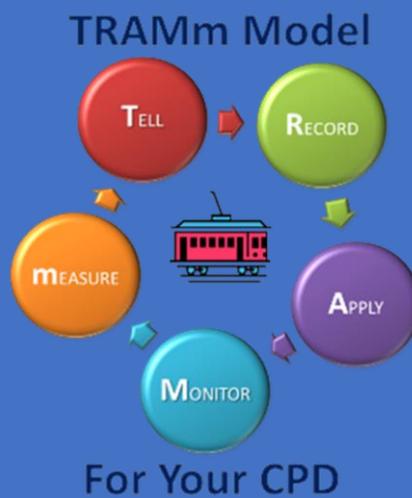


The TRAMm Model, TRAMm Tracker and TRAMm Trail

TRAMmCPD



www.TRAMmCPD.com

Please note:

Thank you for your interest in the TRAMm¹ Model, TRAMm Tracker and TRAMm Trail collectively known as TRAMmCPD. We are 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 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.

Both Deb and Sarah are currently undertaking Doctoral research to begin to establish the underpinning evidence for TRAMmCPD. 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 our [web-site](#).

We would be grateful for your opinions on the effectiveness and suggestions for future implementation of TRAMmCPD, email us at: enquiries@TRAMmCPD.com, follow us on Twitter @SLawsonOT, @HearleD, @TRAMmCPD and/or join our Facebook group <https://www.facebook.com/groups/585617451473394/>

Best wishes

Sarah and Deb

Sarah Lawson and Deb Hearle TRAMmCPD

¹ Within TRAMm, the lower case 'm' denotes measure purely to distinguish it from 'M' for Monitor. It has no significance in terms of importance



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Introduction

Continuing Professional Development (CPD) is a personal and objective journey, as well as your professional responsibility and in the United Kingdom is a mandatory requirement of registration with the Health and Care Professions Council (HCPC). In order to be effective we need to *Tell* others, *Record* and *Apply* your learning from our CPD activities, *Monitor* your progress and *measure* the impact. The TRAMm Model includes five stations 'Tell', 'Record', 'Apply', 'Monitor' and 'measure' for you to visit to maximise your [engagement in CPD](#). Although depicted as a circle you may visit the stations in any order and revisit stations over a period of time.

The TRAMm (Tell, Record, Apply, Monitor, measure) Model has been developed as a dynamic, interactive model to facilitate a strategic approach for professionals registered with the Health and Care Professions Council (HCPC) who as part of their biennial re-registration process must undertake and evidence their CPD. All HCPC documents are available for free download at their [website](#). The TRAMm Model may also be relevant for other professions who need to engage in CPD.

This TRAMmCPD Information pack has been put together to provide you with a *brief* overview of the TRAMm Model, TRAMm Tracker and TRAMm Trail (TRAMmCPD). The findings from our research are leading to ongoing updates to the TRAMm Model, Station A which was previously *Activity* will now become *Apply*. Whilst the application of learning in practice has always been implicit within the TRAMm Model the literature indicates that the *Application* of learning in practice is a key element which needs to be more explicit. The updates will gradually be introduced as our research progresses and further improvements and amendments will be included. All the most up to date and current information will be available on our website [www.TRAMmCPD.com](#).

Our [book](#) *A Strategic Guide to Continuing Professional Development for Health and Social Care Professionals: The TRAMm Model*. (Hearle et al, 2016) was written and published before this update and whilst we have written about Station A as *Activity* it has always been implicit that the learning from activities will be applied in practice to benefit ourselves, service users and organisations. The book is also available in e-book formats from Apple, Android and Kindle. If you are a member of the Royal College of Occupational Therapists (RCOT) it is also available to view online via their [website](#) once you are logged in. Some universities also include the book as a key text or suggested reading for their students with copies held in their libraries.

The book has been written as a handbook, for you to dip in and out of chapters, to help you explore what CPD is, why we do it and encourage you to [engage in CPD](#). There is an introduction to the TRAMm Model and each TRAMm Station has its own chapter where we explore in more depth, along with explanations and suggestions for how to utilise the TRAMm Tracker and TRAMm Trail. There is a case study that develops through each chapter. The chapters include:

- What is continuing professional development and why do we do it?
- Introduction to the TRAMm Model
- How do you plan and disseminate for CPD? TRAMm Station **T: TELL**
- How do you record your CPD plans and activities? TRAMm Station **R: RECORD**
- What counts as CPD? TRAMm Station **A: ACTIVITIES²**
- How do you keep track of your CPD? TRAMm Station **M: MONITOR**
- How do you measure your CPD? TRAMm Station **m: mEASURE**

² In 2018 TRAMm Station A has been updated following our research to become Station A – Apply



Background Information

The TRAMm Model was initially developed in 2010 as part of an appreciative inquiry exploration of CPD, you can read about the start of our TRAMmCPD journey in 'Creativity through Appreciative Inquiry' (Morris et al, 2011). This early version of the TRAMm Model was published in *The Occupational Therapy Handbook: Practice Education* (Polglase and Treseder, 2012). To evaluate the effectiveness of TRAMmCPD we ran a 12-month pilot study within NHS, local authority and education sectors across the UK, as a result of the feedback some changes were made to the original format. A summary of the changes are included in 'A Continuous and Dynamic Journey' (Lawson et al, 2014). Currently, both Sarah and Deb are working towards their PhDs to provide research evidence for TRAMmCPD. Ethical approval has been granted for both studies, it is as a result of our ongoing research that TRAMm station A is now *Apply*. TRAMmCPD continues to evolve and you can keep an eye on our [website](http://www.TRAMmCPD.com) for the latest updates and news. We have also received positive feedback from HCPC registrants who have successfully submitted their CPD audit evidence using TRAMmCPD as a structure.

TRAMm Trackers and TRAMm Trails are available for FREE for you to download and use, from www.TRAMmCPD.com. The TRAMm Tracker (Appendix 1 p13) has been designed as an adaptable tool which provides an effective way to record and measure individual learning outcomes, whilst taking into account the HCPC standards. The TRAMm Tracker provides a brief overview of your CPD. It allows you to track your progress and offers the facility to record, measure and monitor your professional development and progress, providing a continuous journey towards fulfilling the HCPC registration standards. The TRAMm Tracker also allows you to cross reference your learning between each station, identify gaps in learning needs and provide a method to index your CPD file.

The TRAMm Trail (Appendix 2 p14) provides a method to plan, record and analyse in a little more depth specific aspects of your CPD. It has been designed following the feedback we have received to use as a brief summary of work and learning to be used alongside your favoured method of reflection. The TRAMm Trail also includes a 'Plan of Action' section for you to record what you plan to do next.

Both the TRAMm Tracker and TRAMm Trail have been designed as 'works in progress' to update as you go along and to use them within your supervisions and annual appraisals to highlight what has been achieved and identify learning needs. It is not necessary to complete a TRAMm Trail for each entry in your TRAMm Tracker, only for the more significant elements of your engagement, learning and application in practice.



Suggestions for activities within each TRAMm station

The following are suggestions for activities which fit into the TRAMm stations, these are not exhaustive and you may choose your own. They are guided by the HCPC Examples of CPD Activities (HCPC, 2017), more details can be found in Hearle et al (2016).

STATION T: TELL

Sharing plans and learning with others is an important element of CPD. The HCPC (2017) recognise the importance of interactive learning. Learning with others, whether within your teams, remotely and/or via social media can encourage awareness of, engagement in and application of your own learning.

- Learning communities
- Informal/Formal discussion with colleagues
- Social Media/Email/Intranet/Internet
- Presentations
- Training/Roadshows
- Sharing learning from CPD with others
- Annual Appraisals/Development Reviews
- Verbal reflection
- Journal Club
- Sharing Case Studies

STATION R: RECORD

Recording evidence of CPD is required if selected for HCPC audit, it is not necessary to keep copies of everything, but you will need to access them if required.

- Reflective logs
- Service Evaluation
- Online digital curation
- Preceptorship/KSF Standards
- CPD Portfolio/CPD Certificates
- Written Documents/Information leaflets
- SOAP Notes
- Publications
- Mind maps
- Learning Contracts
- Annual Appraisals/Development Review
- Induction materials
- Curriculum Vitae
- TRAMm Tracker/ TRAMm Trail

STATION A: APPLY

The *Application* of learning from activities in practice is a key element within CPD. It is important to consider the *Application* of new knowledge and learning in relation to yourself, your service users, your team, organisation and others. There are a variety of ways you can *Apply* your learning in practice depending upon the area in which you work which may include:

- Utilise a new skill in practice
- Professional practice changed
- Change approach/values/behaviour
- Assess the financial impact of learning
- Introduce new policies/procedures/strategies
- Implement a new intervention
- Shared new knowledge used in practice
- Use up to date evidence-based practice
- Stop doing something/doing something differently as a result of new knowledge
- Introduce new ways of working/change approach to plan learning



STATION M: MONITOR

Being able to *Monitor* your progress is a skill to develop which enables you to keep track of your knowledge, skills and attitudes. You may do this through a variety of ways:

- Self-Monitoring through Reflection
- Formal/Informal Mentorship
- Student Educator
- Supervision
- Peer reviews
- Preceptorship

STATION m: mEASURE

measuring the impact of your learning upon yourself, service users and organisations is necessary not only to measure successes but also to learn from things which may not have gone as intended.

- Specific Individualised Goals
- Standards of Proficiency
- Performance Indicators
- Applied Knowledge
- Outcome Measures
- Preceptorship
- Skill Acquisition and Improvement
- Letters of Commendation
- Audit
- Research/Quality Improvement Projects



THE TRAMm Tracker and TRAMm TRAIL

These notes are to be used in conjunction with the Example TRAMm Tracker (Appendix 1 p13), the decision for which sections of TRAMm your pieces of CPD fits into is entirely subjective although some suggestions are included on pages 6 & 7. The first page of the TRAMm Tracker provides a brief over view of the HCPC Standards alongside some suggestions for each of the TRAMm stations. It is *not* expected that every piece of learning will meet every HCPC Standard and TRAMm Station. This example has been written from the perspective of a recently qualified occupational therapist working within a social care setting. The definition of your service users is dependent upon the context in which you work and may include your patients, colleagues, staff, students etc. (for more information see Hearle et al 2016 p119)

Column 1 – Date of Event - Date(s) Event took place, state if ongoing

Column 2 – Activity – Type of learning and development activity carried out

eg. Formal, Informal, Professional, Training, Informal Support, Self-Directed Learning

Column 3 – Description - Provide brief description of event/what you did

Columns 4, 5, 6 - Certificate, Reflection and Trail Columns

Record if you received a Certificate of Attendance, have written a reflection and/or initiated/updated a TRAMm Trail about the event

Columns 7 and 8 – HCPC Standard and TRAMm Stations

Which of the HCPC standards and TRAMm stations do **you** feel are met by each CPD event? Initially you may only meet HCPC standards 1 & 2, as time passes and you carry out more work and apply your learning you may then revisit your Tracker and complete more standards. It is *not* expected that every piece of your CPD will meet all HCPC standards or visit each TRAMm Station. You will find more information in the [HCPC \(2017\) CPD and Your Registration](#).

Enter which of the TRAMm stations you feel you have visited for each CPD event. Initially you may only visit one or two stations, as time passes and you carry out more work and apply your learning you may then revisit your Tracker and complete more stations. It is *not* expected that you will visit each station for every activity or piece of CPD.

Remember: By keeping an up to date TRAMm Tracker you will be meeting HCPC Standard 1. HCPC Standard 5 is only met if called for HCPC Audit.

e.g. From the [Sample TRAMm Tracker](#) and [Sample TRAMm Trail](#):

Work with service user (highlighted in grey) meets the HCPC standards in the following way:



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HCPC Standard 1: *Registrants must maintain a continuous up-to-date and accurate record of their CPD activities (HCPC, 2017)*

Completing the TRAMm Tracker

- Maintains a 'continuous and up-to-date record of CPD activities' (HCPC, 2017).
- Provides a summary sheet for all your CPD activities with dates (HCPC, 2012) which is required if chosen for audit by the HCPC

HCPC Standard 2: *Registrants must demonstrate that their CPD activities are a mixture of learning activities relevant to their current or future practice (HCPC, 2017).*

The TRAMm Tracker should highlight the variety of CPD activities which have been and are being undertaken. In this example completing the *work with the service user* has involved:

TRAMm Station T - TELL:

Sharing your plans and learning with others is an important element of CPD.

- *Discussions* and liaison with:
 - Social worker who made original referral (date)
 - Service user and their family regarding goals and priorities including options for rehabilitation, interventions and adaptations (ongoing)
 - Care agency staff who are visiting service user four times a day (date)
 - Community Rehabilitation Team Physiotherapist (date)
 - Technical Officer regarding possibility and feasibility of major adaptations (date)
- Informal *verbal* reflection with other colleagues

TRAMm Station R - RECORD:

These may form part of your evidence is selected for HCPC audit, it is not necessary to keep copies of everything, but you will need to access them if required.

- Workplace assessment documentation completed (date/s carried out and completed)
- Ongoing detailed case notes written in SOAP format and stored on computerised system
- Copies of all paperwork completed for adaptations which have been sent to appropriate agencies (date/s)
- Letter written and sent to GP for medical information (date)
- Emails between self, service user and adaptations department (date)
- Reflection using a model of reflection (specify which) written and updated



TRAMm Station A - APPLY:

The *Application* of learning in practice to benefit your practice, service users and organisation is a key element within CPD.

The learning about the service user, their medical condition and how it impacts them, suitable major adaptations and the process involved has been applied in practice and there is evidence of benefit to the occupational therapist, her service user, their family and carers. There is also potential for her to include further evidence of cost savings which would demonstrate benefit to the organisation.

TRAMm Station M – MONITOR:

Being able to *Monitor* your progress is a skill to develop, to enable you to keep track of your growing knowledge, skills and attitudes. Keeping track and reviewing your progress may be done in:

- Formal supervision with manager to monitor progress and learning (dates)
- Informal mentoring within your team by more senior colleagues
- Self-monitoring through critical reflection, using a model of reflection

TRAMm Station m - mEASURE:

It is important to *measure* the impact of learning upon yourself, our service users and organisation

- Service users situation improved and need for services reduced
- Follow up assessment scores provide evidence of improvement
- Service user reported that their quality of life improved and now more independent. This anecdotal evidence recorded in case notes
- Practitioner feels that their confidence has improved in working with people with this medical condition and they can now build on this to further improve their practice.

The examples demonstrate a mixture of CPD learning and application in practice which span over a period of time, are relevant to current and future practice. As you complete your TRAMm Tracker, you can record the variety of activities you have engaged in from which you will have learnt and developed and we hope you will be able to identify any gaps in your types of learning needs. A TRAMm Trail was also completed for the *work with service user* to record in more depth the work and learning carried out (see [Sample TRAMm Trail](#) p14).

HCPC Standard 3 – *Registrants must seek to ensure that their CPD has contributed to the quality of their practice and service delivery. (HCPC, 2017)*

- Using TRAMm has enabled the practitioner to document their enhanced knowledge, how they have applied this in practice and how this has improved the quality of their practice
- Future reflection at a later date could provide more detail about the knowledge gained and how this has been applied to improve practice

HCPC Standard 4 – *Registrants must seek to ensure that their CPD benefits the service user. (HCPC, 2017)*

- Using TRAMmCPD has enabled the practitioner to document how they have applied their learning in practice, the impact their intervention has had upon the service user and may be used to highlight any cost savings.
- Anecdotal evidence has also been used as a measure along with the practitioner recognising their confidence in working with people with this medical condition has improved.
- Further learning could provide information about the cost-effectiveness of the intervention.



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Column 9 – Index

This column relates to the index within your CPD file, where each piece of evidence is stored. If your evidence is stored electronically there is space for this in column 10: Notes. There will not always be a need to record anything in this column.

For the example used above *Work with service user* the information gathered along with the written reflection are stored in a poly-pocket as item number 1 in the CPD file. If called for audit relevant information may be used at evidence. Please note that any evidence used for HCPC audit MUST MAINTAIN CONFIDENTIALITY.

Column 10 – Notes

Use this column for your own notes which you feel are relevant; your cross reference to KSF standards, standards of proficiency, where to find other related pieces of evidence, where the event took place and with whom, etc.

For further information regarding the Health & Care Professions Council visit <http://www.hpc-uk.org/>



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APPENDIX 1: Example TRAMm Tracker			HCPC Standards and TRAMm Stations	
Standard 1	Standard 2	Standard 3	Standard 4	
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	
Standard 5 - 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. Remember to maintain confidentiality.				
TRAMm STATIONS – suggestions only				
TELL	RECORD	APPLY	MONITOR (M)	mEASURE (m)
Informal/Formal Discussions with colleagues Disseminating Information Providing feedback from CPD Sharing Case Studies Social Media	Publications Service Evaluation/Benchmarking Written Reflections CPD Record Sheet/Portfolio/CV Certificates of Attendance Annual Appraisals Online Digital Curation TRAMm Tracker and Trail	New knowledge is used in practice Utilise a new skill Implement a new intervention/way of working Change in approach/values/behaviour Use up to date evidence-based practice Assess financial impact of your learning Stop doing something/do something differently as a result of new knowledge Introduce new policies/procedures/strategy	Self-Monitoring through Reflection Formal/Informal Mentorship Supervision Peer reviews Formative Assessment Student Educator	Appraisal/Specific Individualised Goals Performance Indicators Letters of Commendation/Awards Standards of Proficiency Audit Outcome Measures Updated Reflections Peer Review



EXAMPLE TRAMm Tracker																	
Col 1 Date	Column 2 Activity	Column 3 Description	Certificate	Reflection	TRAMm Trail	Column 7 HCPC Standard					Column 8 TRAMm					Col 9 Index	Column 10 Notes
						1	2	3	4	5	T	R	A	M	m		
Date	Formal mandatory training	Manual Handling Training Module 8	✓			1	2						R	A		2	Internal Training event. CPD certificate and information in CPD file
mm/yy - pre	Work based and self- directed activity	Service user requires major adaptations to enable greater independence		✓	✓	1	2	3	4	<input type="checkbox"/>	T	R	A	M	m	1	Assessment document completed, case notes and all documentation stored in computerised records. Reflection and TRAMm Trail written stored on CPD usb
Date	Informal learning	Participated in social media group chat				1	2						R				Information and transcript available from [weblink]



APPENDIX 2: Example TRAMm Trail: Work based and self-directed activity: service user requires major adaptations

TELL (T)	RECORD (R)	APPLY (A)
<p>Discussion and liaison with:</p> <ul style="list-style-type: none"> ○ Social Worker (date) ○ Care agency staff (ongoing) ○ Community Rehabilitation Physiotherapist (date) ● Technical Officer (ongoing) ● Discussion and liaison with service user and carer (ongoing) ● Informal verbal reflection with senior colleagues (ongoing) 	<ul style="list-style-type: none"> ● Assessment document completed (date) ● Detailed SOAP notes written and stored on electronic record system (ongoing) ● Paperwork completed for relevant agencies ● Letter sent to GP requesting medical information (date) ● Reflection written and updated (copy in CPD file) ● Emails between myself, service user, adaptations dept (dates) ● Adaptation plans (dates) 	<ul style="list-style-type: none"> ● Knowledge gained from assessment process with service user and their family informed the whole adaptation and intervention process and was ongoing throughout (dates) ● Learning from informal online research into medical condition, prognosis, Professional Body guidance, Government guidelines, Policies and Procedures information used along with assessment details to plan suitable interventions and adaptations. ● Attended training course run by equipment company (date) which led to a joint visit to demonstrate and assess equipment with service user, main carer (date) ● Knowledge learnt from senior colleagues used to inform assessment, planning and adaptation process ● Educational approach used to ensure carers were able to assist service user to maintain independence and their safety when moving and handling (dates)
MONITOR (M)	mEASURE (m)	HCPC Standards met: 1, 2, 3, 4
<ul style="list-style-type: none"> ● Formal supervision with OT Manager (copies of Supervision notes in Supervision File) (dates) ● Informal mentoring within OT team by more senior OT (ongoing) ● Self-monitoring through written reflections (dates) 	<ul style="list-style-type: none"> ● Service user's situation improved and need for services reduced as result of intervention and adaptation (date) ● Standardised outcome scores provide evidence of improvement (date) ● Service user reported improved quality of life anecdotal evidence recorded in case notes (date) ● Feeling of increased confidence in own abilities 	<p>PLAN of ACTION:</p> <ul style="list-style-type: none"> ● Update reflection in 6 months ● Identify cost savings of the intervention within the next month and discuss findings at next Supervision

