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| **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 –** *Examples only for more suggestions see TRAMm Information Pack* | | | | | | | | | | | | | | | | | | | | | | | | |
| **TELL** | | | **RECORD** | | | | | **APPLY** | | | | | | | **MONITOR (M)** | | | | | | | | **mEASURE (m)** | |
| Informal/Formal Discussions with colleagues/Meetings  Planning in supervision  Disseminating Information  Training/Roadshows/Away Days  Presentations/Conferences/Courses  Providing feedback from CPD  Annual Appraisals/Personal development review  Sharing Case Studies  Social Media  Pilot/Projects/Evaluation reports  Verbal reflection | | | Publications  Service Evaluation/Benchmarking  Mind Maps  Written Reflections  Learning Contracts  CPD Record Sheet/Portfolio  CPD Certificates of Attendance  Annual Appraisals  Online Digital Curation  Written documents/leaflets  TRAMm Tracker and Trail  Curriculum Vitae | | | | | 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/strategies | | | | | | | Formal/Informal Mentorship  Supervision  Peer reviews  Formative Assessment  Student Educator  Self-Monitoring through Reflection | | | | | | | | Appraisal/Specific Individualised Goals  Performance Indicators  Letters of Commendation/Awards  Standards of Proficiency  Audit  Outcome Measures  Skill Acquisition and Improvement  Updated Reflections  Peer Review  Preceptorship  Research/Quality Improvement Projects | |
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