The TRAMm Model, TRAMm Tracker and TRAMm Trail TRAMmCPD

Please note:

We would like to thank you for your interest in the TRAMm 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 (TRAMmCPD) are downloadable *free of charge* from our web-site for use by anyone who needs to engage in CPD.

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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

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Introduction

Continuing Professional Development (CPD) is a personal and subjective journey, as well as a professional responsibility and 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* our learning from our CPD activities, *Monitor* our 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.

This TRAMmCPD Information pack has been put together to provide you with a *brief* overview of the TRAMm Model, TRAMm Tracker and TRAMm Trail, collectively known as TRAMmCPD. The findings from our research are leading to ongoing updates to the TRAMm Model, Station A which was previously *Activity* and 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 to benefit service users is a key element which needs to be more explicit. The updates will gradually be introduced over the coming year and as our research progresses 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 change and whilst we have written about Station A as Activity it has always been implicit that the learning from activities will be applied in our practice to benefit ourselves, our 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 have also include the book as a key text or suggested reading for their students with copies held in their libraries.

Our 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.

NB. *Within TRAMm, the 'm' denotes measure purely to distinguish it from 'M' for monitor. It does not have any significance in terms of importance.*

**In 2018 TRAMm Station A was updated following our research to become Station A – Apply*

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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 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) 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 tool 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) 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.

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Suggestions for activities within each TRAMm station

The following are suggestions for activities which fit into the TRAMm, 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
- Introduce new ways of working
- Shared new knowledge used in practice
- Use up to date evidence-based practice
- Stop doing something/do something differently as a result of new knowledge
- Change your approach and plan new learning activities to engage in

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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
- Appraisal system
-

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

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THE TRAMm Tracker and TRAMm TRAIL

These notes are to be used in conjunction with the Example TRAMm Tracker (Appendix 1), the decision for which sections of TRAMm your pieces of CPD fits into is entirely subjective although some suggestions are included above. 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. This example has been written from the perspective of an 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 – Subject – Type of CPD activity carried out eg. Formal, 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.

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.

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.

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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 Standard 1	HCPC Standard 2	HCPC Standard 3	HCPC 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**

HCPC 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.

TRAMm STATIONS – suggestions only

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

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EXAMPLE TRAMm Tracker																	
Col 1 **Date**	*Column 2* **Subject**	*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	Manual Handling	Manual Handling Training Module xx	☒	☐	☐	1	2	☐	☐	☐	T	R	☐	☐	☐	2	Internal Training event. CPD certificate and information in CPD file
mm/yy - present	**Work with service user**	Service user requires major adaptations to enable greater independence	☐	☒	☒	1	2	3	4	☐	T	R	A	M	m	1	**Assessment document completed, case notes and all documentation stored in computerised records. TRAMm Trail written (see below) stored on CPD usb**
Date	Self-Directed Learning	Informal internet research into xxx medical condition	☐	☐	☐	1	2	☐	☐	☐	☐	☐	A	☐	☐		Notes made and stored on CPD usb

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APPENDIX 2: Example TRAMm Trail CPD Activity: Work with service user

The following TRAMm Trail are the details for the TRAMm Tracker entry above highlighted in grey Work with Service User

TELL (T) Sharing plans and learning with others is an important element of CPD.	**RECORD (R)** These may form part of your evidence of your engagement in CPD, it is not necessary to keep copies of everything, but you will need to access them if required to submit them.	**APPLY (A)** The *Application* of learning in practice to benefit your practice, service users and organisation is a key element within CPD.
Discussion and liaison with: • Discussion and liaison with service user and carer (ongoing) • Social Worker (date) • Care agency staff (ongoing) • Community Rehabilitation Physiotherapist (date) • Technical Officer (ongoing) • Informal verbal reflection with senior colleagues (ongoing)	• 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) (dates) • Emails between myself, service user, adaptations dept (dates) • Adaptation plans (dates)	• 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 (details and dates). • 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)

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MONITOR (M) Monitoring progress is a skill to develop to enable you to keep track of your growing knowledge, skills and attitudes.	mEASURE (m) It is important to *measure* the impact of learning upon yourself, our service users and organisation	Plan of Action What are you going to do/what do you need to learn next and when? What do you need to find out more about and when? What plans do you need to make and when?
• Formal supervision with Manager (copies of Supervision notes in Supervision File) (dates) • Informal mentoring within team by more senior OT (ongoing) • Self-monitoring through written reflections (dates) • Appraisal system, setting learning goals and revisiting at regular intervals to review progress, amend as necessary and set new goals	• 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) • Positive verbal feedback received from service user's family and recorded in case notes • Feeling of increased confidence in own abilities evidenced in written reflection	• Update reflection in 6 months • Identify cost savings of the intervention within the next month and discuss findings at next Supervision

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