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| **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. Remember to maintain confidentiality. | | | | | | | | | | | | | | | | | | | | | | | |
| **TRAMm STATIONS –** *Examples only, for more suggestions see our book* [*A Strategic Guide to CPD for Health and Care Professionals: The TRAMm Model (2nd ed)*](https://trammcpd.com/trammcpd-book) | | | | | | | | | | | | | | | | | | | | | | | |
| **TELL** | | **RECORD** | | | | | | **APPLY** | | | | | | | **MONITOR (M)** | | | | | | | **mEASURE (m)** | |
| Informal/formal discussions  Supervision  Disseminating information  Facilitating training sessions  Presentations  Journal Club  Peer Supervision  Annual Appraisals/IPR/PDR  Verbal reflection  Planning future learning  Developing own learning communities | | Publications  Service Evaluation/ Benchmarking  Audit  Reflection (written/voice recorded)  Learning Contracts  TRAMm Tracker/Trail  Annual Appraisal/Supervision paperwork  Portfolio/ Online digital curation  Information Leaflets  Curriculum Vitae (CV) updated  Case notes | | | | | | 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 informed practice  Assess the financial impact of your learning  Stop doing something/do something differently as a result of new knowledge  Introduce new policies/procedures/strategies | | | | | | | Reflective process  Formal/Informal mentorship  Supervise staff/students  Establishing development plans  Peer reviews  Annual appraisal process  Performance indicators  Formative assessment  Competences  Preceptor/learning and development framework | | | | | | | Appraisal/individualised goals achieved  Performance Indicators  Letters of commendation  Standards of proficiency achieved  Skill Acquisition and improvement  Audit  Outcome Measures  Research/quality improvement  Anecdotal e.g. Increased confidence and/or time | |
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