|  |  |  |  |
| --- | --- | --- | --- |
| **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 discussionsSupervisionDisseminating informationFacilitating training sessionsPresentationsJournal ClubPeer SupervisionAnnual Appraisals/IPR/PDRVerbal reflectionPlanning future learningDeveloping own learning communities | PublicationsService Evaluation/ Benchmarking AuditReflection (written/voice recorded)Learning ContractsTRAMm Tracker/TrailAnnual Appraisal/Supervision paperworkPortfolio/ Online digital curationInformation LeafletsCurriculum Vitae (CV) updatedCase notes | New knowledge is used in practiceUtilise a new skill Implement a new intervention/way of workingChange in approach/values/behaviourUse up to date evidence-based practiceAssess the financial impact of your learningStop doing something/do something differently/the same as a result of new knowledge Introduce new policies/procedures/strategies | Reflective processFormal/Informal mentorshipSupervise staff/studentsEstablishing development plansPeer reviewsAnnual appraisal processPerformance IndicatorsFormative AssessmentCompetencesPreceptor/learning and development framework | Appraisal/individualised goals achievedPerformance IndicatorsLetters of commendationStandards of proficiency achievedSkill acquisition and improvementAuditOutcome MeasuresResearch/quality improvementAnecdotal eg. Increased confidence and/or time |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |