The TRAMm Model, TRAMm Tracker and TRAMm Trail TRAMmCPD

TRAMm Model

TELL → RECORD

MEASURE

MONITOR   APPLY

For Your CPD

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 website 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.

Any proceeds from the sale of our books *Hearle, D; Lawson, S and Morris, R (2016) A Strategic Guide to Continuing Professional Development for Health and Care Professionals: The TRAMm Model* and *Hearle, D; and Lawson, S. (2020) A Strategic Guide to Continuing Professional Development for Health and Care Professionals: The TRAMm Model (2nd ed)* are used towards the further development of TRAMmCPD and website.

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

Contents

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). CPD involves the recognition of, engagement in and application of learning to benefit ourselves and others. To be most effective we need *Tell* others, *Record* and *Apply* our learning, *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 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 TRAMmCPD. The findings from our research are leading to ongoing updates to the TRAMm Model, Station A which was previously *Activity* is now *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 ourselves and others is a key element which needs to be more explicit. Our research is ongoing to provide underpinning evidence for TRAMmCPD which will continue to evolve with all the most up to date and current information available on our website www.TRAMmCPD.com.

Our new book *A Strategic Guide to Continuing Professional Development for Health and Social Care Professionals: The TRAMm Model (2nd ed)*. (Hearle and Lawson 2020) includes new chapters and updates from our ongoing research. The book is also available in e-book formats from Apple, Android and Kindle. Some universities also include the book as a key text or suggested reading for their students with copies held in their libraries. Please note, the new edition includes significant updates and changes from the first edition.

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 are chapters exploring CPD engagement, learning strengths and preferred learning styles, 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.*

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 (Lawson et al. 2014). Updates made as a result of our doctoral research has been published in Lawson (2018) Lawson and Hearle (2019) and Hearle and Lawson (2019) and Hearle and Lawson (2020). We have also received positive feedback from HCPC registrants who have successfully submitted their CPD audit evidence using TRAMmCPD as a structure. If you would like further information about any of our publications, please contact us at www.TRAMmCPD.com/contact-us

TRAMm Trackers and TRAMm Trails are available FREE for you to download and use, from TRAMmCPD Downloads. 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 more detail for one activity entry within your TRAMm Tracker. It is 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.

A TRAMm Trail with suggestions of questions for you to consider in relation to each station is included as Appendix 3. These are suggestions only and you will have other areas which may be more relevant to you.

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.

Suggestions for activities within each TRAMm station

The following are suggestions for activities which fit into the stations of the TRAMm Model, these are not exhaustive, and you may choose your own. They are guided by the HCPC Examples of CPD Activities (HCPC, 2017), more depth and details can be found in Hearle and Lawson (2020).

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 CPD.

- Planning future learning
- Informal/Formal discussions
- Social Media/Email/Intranet/Internet
- Presentations
- Training/Roadshows

- Publications
- 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 keep a chronological, continuous and up-to-date record of your CPD activities (HCPC 2017) and access your evidence if required.

- Reflective logs
- Service Evaluation
- Online digital curation
- Written Documents/Information leaflets
- CPD Portfolio/CPD Certificates
- Preceptorship or equivalent
- 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.

It is important to use your professional reasoning skills before using new learning in practice. The following questions can be used as prompts:

Is your new learning from a credible source?

What does the evidence suggest?

Do you need to practice a new skill whilst learning is fresh in your mind?

Do you need permission before applying this new learning?

Is risk an issue? What do you need to do next to ensure safe and ethical practice?

Do you need to learn more before it is appropriate to apply this learning in practice?

There are a variety of ways you may *Apply* your learning in practice depending upon the area in which you work:

- New knowledge is used in practice
- Professional practice changed
- Introduce new policies/procedures/strategies
- Assess the financial impact of new learning
- Change your approach and plan new learning activities to engage in
- Introduce new ways of working
- Implement a new intervention
- Use up to date evidence informed practice
- Stop doing something/do something differently as a result of new knowledge

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
- Supervision
- Peer reviews
- Preceptorship or equivalent
- 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. 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 and Lawson 2020)

- Specific individualised goals
- Standards of Proficiency
- Performance Indicators
- Cost effectiveness
- Outcome Measures
- Anecdotal such as time and/or increased confidence

- Preceptorship or equivalent
- Skill acquisition and improvement
- Letters of commendation
- Audit
- Research

The TRAMm Tracker and TRAMm Trail

The decision for which stations of TRAMm your pieces of CPD fit into is entirely subjective although some suggestions are included above and in Appendix 3. The first page of the TRAMm Tracker provides a brief overview of the HCPC Standards alongside some suggestions for each of the TRAMm stations.

The following notes are to be used in conjunction with the Example TRAMm Tracker (Appendix 1) and Example TRAMm Trail (Appendix 2), the example has been written from the perspective of an occupational therapist working within a social care setting.

Example TRAMm Tracker (Appendix 1)

Entry highlighted in grey *Work with Service User*

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

Column 2 – Activity description – Type of CPD activity carried out eg. Formal, Professional, Training, Informal Support, Self-Directed Learning with a brief description of the activity and what you did

Columns 3, 4, 5 - 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 6 and 7 – 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 TRAMm 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 8 – 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 9 – 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/

Example TRAMm Trail (Appendix 2)
The Example TRAMm Trail (Appendix 2) provides brief details to correspond with the entry in the TRAMm Tracker entry highlighted in grey *Work with Service User*

The Strategic TRAMm Trail (Appendix 3) outlines some questions for you to consider in relation to each station to encourage your engagement in CPD. These are suggestions only and you will have other areas which may be more relevant to you.

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Health & Care Professions Council (2017) Continuing Professional Development and Your Registration. London: Health and Care Professions Council.

Health & Care Professions Council (2020) How to Complete Your Continuing Professional Development Profile. Available from: https://www.hcpc-uk.org/cpd/cpd-audits/completing-a-cpd-profile/how-to-complete-your-cpd-profile/ [accessed 22/01/2020]

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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 (T)	RECORD (R)	APPLY (A)	MONITOR (M)	mEASURE (m)
Informal/Formal Discussions with colleagues	Publications	New knowledge is used in practice	Self-Monitoring through Reflection	Appraisal/Specific individualised goals achieved
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	Annual Appraisal	Outcome Measures
	Online Digital Curation	Stop doing something/do something differently/the same because of new knowledge	Learning Contract	Peer Review
	TRAMm Tracker and Trail	Introduce new policies/procedures/strategy	Learning & development framework	Anecdotal; e.g. Time/confidence

Col 1 Date	Column 2 Activity description	Certificate	Reflection	TRAMm Trail	Column 6 HCPC Standard					Column 7 TRAMm					Col 8 Index	Column 9 Notes
					1	2	3	4	5	T	R	A	M	m		
Date	Manual Handling Training Module XX	X			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		X	X	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	Informal self-directed internet research into xxx medical condition				1	2						A				Notes made and stored on CPD usb

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

The following TRAMm Trail includes 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 be able access information if required.	APPLY (A) The *Application* of learning in practice to benefit your practice, your team, service users and organisation is a key element within CPD.
Discussion and liaison with: • The person, their family and carers (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) • TRAMm Tracker updated • TRAMm Trail updated	• Knowledge gained from assessment process with the person 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 the person and their 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) Monitoring progress is a skill to develop to enable you to keep track of your growing knowledge, skills and attitudes and adapt your approach as necessary.	mEASURE (m) It is important to *measure* the impact of learning upon yourself, 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	• Person'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	• Identify cost savings of the intervention within the next month • Discuss findings at next Supervision • Update reflection in 6 months

APPENDIX 3: Strategic TRAMm Trail

TRAMm Trail: Suggestions for you to consider including   **Date: DD/MM/YY**

These are suggestions, you are not expected to include all of these and you may have other items more relevant to you

TELL (T)	RECORD (R)	APPLY (A)
Who do you need to share your plans with? Will this be formally or informally? Do you need help to apply your learning? Who can help you with this? Do you need to build your own learning community? How will you do this? Who will you disseminate information to and how? Locally/nationally/globally? How can you share the impact of your learning with your manager/organisation? Verbal reflection? Who with? Who and how will you disseminate your learning? Informal and/or formal mechanisms? Other? (Include dates these will/are achieved by)	Reflection? Which model and method of reflection? Written/verbal? Presentation? Leaflet? Case notes? CPD portfolio updated? Appraisal updated? Curriculum Vitae updated? Social media record? TRAMm Tracker & Trail initiated and updated? Learning Contract? SWOT Analysis? Other? (Include dates these will/are achieved by)	What are you going to do next to Apply what you have learnt? Is it appropriate to Apply your learning now or do you need to find more information? Do you need permission before any new implementation in practice? Who do you need to contact? How are you going to find their contact details? What do you need to set up or put in place? Will it be sustainable? Will your service user be able to sustain the intervention, will your project continue, will funding continue etc? What information is already available to you? Where is it, how will you access it? Have you identified further training events/journal articles/conferences/social media opportunities to support the application of your learning? Other? (Include dates these will/are achieved by)

MONITOR (M)	mEASURE (m)	HCPC Standards met: (standards you aim to achieve)
Do you already Monitor your progress – if so how? If not…	What & how are you going to measure progress & impact of you learning?	PLAN of ACTION:
How will you Monitor your progress? Are there resources that could assist you?	What is your baseline?	• As you work through the TRAMm Stations what have you identified that you need to carry out next?
Can you identify new learning that you achieved as your experience progressed or has this led to identifying areas where you need to develop in the future?	Have you achieved what you set out to achieve or has something changed? Has the outcome been different than anticipated? Positive or negative. Have you reflected on this?	• What would you like to achieve next? • Where may/will this learning event lead? • Update TRAMm Tracker (timescale) • Update TRAMm Trail (timescale)
Will you be supervised or mentored by anyone, formally or informally? If so, who? If not why not? Is this a point to consider for your future Plan of Action?	What would you do differently next time?	• Review and update Reflection (timescale) • What are you going to do next? • Other?
Are there any Monitoring roles you already or could undertake? (e.g. Mentorship/Student Educator etc.)	How has this learning contributed to the quality of your practice/service delivery?	(Include dates these will/are achieved by)
How will you use your annual appraisal to Monitor your progress and set new goals?	How has this learning benefited your service user(s)?	
What are your strengths/learning needs in this area? What opportunities are available to help you develop your role?	How has this learning benefited your other stakeholders?	
Other? (Include dates these will/are achieved by)	Other?	
	(Include dates these will/are achieved by)	