

Appendix 3

Guidance on completing your CPD record sheets

What do I record?

The following questions are printed on the CPD record sheets. See Appendix 2. A detailed explanation is given under each question to help you fill in your record sheet.

Reflection on practice

R1 What do you want to learn to do?

Describe a learning objective with a stated performance outcome (something you will be able to do as a result of undertaking this development). Make it specific, measurable and achievable.

R2 Please explain how you have identified this learning objective.

Explain how you came to identify this as a learning objective. This information will be used as evidence that the learning need is relevant.

R3 Please indicate the method(s) used to identify this learning objective.

To answer this question, a list of methods that you might use to identify learning needs is provided. We will also use this information to provide feedback on the methods that you have been using and their benefits and limitations. (In time, some methods may become a requirement.)

R4 To which competences does this learning objective relate?

Competences are descriptions of what one might expect a pharmacist undertaking particular roles to be able to do, or descriptions of the personal characteristics and behaviours that one would expect of a pharmacist undertaking particular roles (the latter may be referred to as competencies).

The competences provided are intended to be a starting point. Pharmacists are encouraged to ignore those that are

not relevant to them and add their own where an appropriate one is not available. Users of CPD Online and CPD Desktop can do this using the 'edit competences' function. Competences are there to help you identify learning needs and to demonstrate how your learning applies to roles you undertake or intend to undertake. You are not expected to demonstrate learning against all of the competences that apply to you. Instead you are advised to prioritise and focus on those most in need of development.

Planning

P1 Urgency: By when will you need to meet this learning objective?

Simply give a date by which you will need to have met the learning need. Be specific, don't put asap.

P2 Importance: What will be the impact of your learning?

Record the impact on you and others for whom you feel it will be significant. If you don't think that your learning will have a significant impact on any of these groups, you might ask yourself why you are undertaking this learning.

P3 What activities could you undertake to meet this objective?

State the options that you have for meeting this objective. Outline the advantages and disadvantages of each, and indicate which you intend to undertake.

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Guidance on completing your CPD record sheets

Action

A1 When did you undertake the activities you selected to meet the objective?

Give a date, or dates, on which you undertook or completed your selected activity or activities, and the time taken.

A2 What have you learnt as a result?

Briefly describe what you actually learnt from undertaking the activities. This might be different from, and perhaps more than, what you set out to learn.

Evaluation (reflection on learning)

E1 Has your learning objective been met?

Select from: Fully/partly/not at all.

For learning objectives that are fully or partly met:

E2 Please describe an example of how you have applied what you have learnt.

Give an example of how you have used what you have learnt.

E3 Please describe any feedback you have had.

This might include users of your services/products, staff and colleagues. The learning may have had an impact on you, for example, by affecting your confidence or motivation, and you should record this. Feedback may come in many forms – for example, verbally, through surveys, or through statistics on performance.

For learning objectives that are partly met:

E4 Please describe what part of your learning objective you did not achieve.

Briefly describe that aspect of what you set out to learn to do that you still cannot do, or can only do unsatisfactorily.

For learning objectives that are partly met or not met at all:

E5 Explain the reasons why your learning objective was not fully met or met at all.

Briefly describe why you think you have not fully achieved your objective. For example, is it because you undertook inappropriate activities, did not define your learning objective in quite the right way or were too ambitious?

E6 What are you going to do next?

Simply select from:

Nothing, the objective is no longer relevant

Nothing, the objective is sufficiently met

Review my options for activities to meet the objective

Start a new cycle by redefining the objective.

Appendix 3

Guidance on completing your CPD record sheets

Guidance for recording unscheduled learning (learning that starts at action)

Record the date and time that your learning was actually undertaken, not the date on which you completed the record sheet.

Action

U1 Please describe the activity you have undertaken.

Describe the activity you undertook, being specific about the details.

U2 To which competences does this learning relate?

Answer this question with reference to Appendix 7. If you cannot find any competences that match, write your own.

U3 What have you learnt as a result?

Briefly describe what you learnt from undertaking the activities.

Evaluation (reflection on learning)

U5 Please describe any feedback you have had.

This might include users of your services/products, staff and colleagues. The learning may have had an impact on you, for example by affecting your confidence or motivation, and you should record this. Feedback may come in many forms, for example, verbally, through surveys, or through statistics on performance.

U4 Please describe an example of how you have applied this learning.

Give an example of how you have used what you have learnt.

U6 Have you identified any learning needs as a result of undertaking this activity?

If so, start a new CPD record that starts with Reflection.

Appendix 3

Guidance on completing your CPD record sheets

Guidance for recording learning that starts with planning

Learning activity

P1 Describe the learning activity that you're thinking of undertaking?

This can be any activity that helps you to learn. Remember to be creative – your CPD entry can include informal ways of learning, such as chatting to colleagues, as well as formal training events.

P2 What do you hope to gain from this learning activity?

Explain what you hope to learn by undertaking the planned activity. This can be a simple statement of intent rather than a detailed learning objective.

P3 What are the advantages and disadvantages of this activity?

When describing the advantages and disadvantages, you'll be showing that you've given some thought to the activity and you feel that it is achievable and relevant.

P4 Action category

You may select a category for the type of activity you are considering undertaking. If you do this we will use this information to provide you with feedback, outlining the type of activities for which you have preferences and the advantages and disadvantages of different types of activities.

You can also indicate whether the activities are going to be undertaken on-the-job or off-the-job, in your own time; also whether they are formal or informal activities.

P5 What is driving this?

Identify why you have decided that this particular learning activity will be useful to you.

P6 To what areas of competence does this learning objective relate?

Competences are descriptions of what one might expect a pharmacist undertaking particular roles to be able to do, or descriptions of the personal characteristics and behaviours that one would expect of a pharmacist undertaking particular roles (the later may be referred to as competencies).

This question can be answered by reference to the appropriate competences in the Appendix 7.

P7 Urgency: When do you see yourself starting this activity?

Simply give a date by which you will need to have met the learning need.

P8 Importance: What will be the impact of your learning on you, users of your services, colleagues and organisations to which you are contracted:

Describe the impact of your learning on the relevant groups. If you think the impact on one or more of the groups will be none or very little, then you may choose not to record this, recording instead the impact on those for whom you feel it will be more significant. If you don't think that your learning will have a significant impact on any of these groups, you might ask yourself why you are considering doing it.

Appendix 3

Guidance on completing your CPD record sheets

Guidance for recording learning that starts with planning

Action

A1 What have you learnt as a result?

Briefly describe what you have actually learnt from undertaking the activities. This might be different from, and perhaps more than, what you set out to learn.

Evaluation

E1 Have you gained what you hoped from this learning activity?

Briefly describe whether you have benefited from this learning activity.

Appendix 3

Guidance on completing your CPD record sheets

Guidance for recording learning that starts with evaluation

Record the date and time that your learning was actually undertaken, not the date on which you completed the record sheet.

Evaluation

E1 Please describe a situation where you've applied something that you've learnt.

These are situations where you feel that you've done well in applying something that you've learnt. Remember that this may be the application of a skill, using your knowledge, or maybe where a change in your attitude has helped you to be more effective.

You may find that in the course of time opportunities arise to apply what you have learnt in different ways to those that you originally thought of.

In some cases you may not (at the time) have been able to see a way of applying what you have gained from your learning. When you put your learning into practice later on then you could consider recording it here.

E2 What factors contributed to your performance in this situation?

This is your chance to capture why the situation that you described went so well. Focus on those aspects of your learning that made a difference to your performance.

E3 Please describe any feedback you have had from those who were involved in the situation or who have observed your performance.

It may be difficult for you to be objective about the impact of your learning on others. Consider who might be affected by what you have learnt and try to get their opinion. If this is impractical or impossible, seek the opinions of those who are in a position to observe your performance more objectively, eg, colleagues, friends, family.

Don't wait passively for feedback. Seek it out. Feedback comes in all sorts of ways. It might consist of a simple conversation where you ask whether the advice you gave was useful. It might come in the form of performance appraisal or audit.

If you have not had a chance or were unable to receive feedback, then please state this.

E4 Please describe anything else that you'd now like to learn as a result of the situation.

Describe anything further that you would like to learn as a result of this situation. You can use this as a starting point for a new cycle of learning.

E5 What do you want to do next?

Simply select the appropriate option.

Appendix 3 Exemplar record sheets

Exemplar 1:

For learning that starts at Reflection on practice

CPD No. _____ Entry No. _____

Name of entry: *Herbal Medicines* Date learning need identified: *28 / 08 / 01*

Reflection on practice

R1**What do you want to learn to do?**

Describe a learning objective with a stated performance outcome (something you will be able to do as a result of undertaking this development). Make it specific, measurable and achievable.

Advise patients regarding the actions and uses of herbal medicines in clinical practice. In particular, how these medicines interact with conventional therapies. To find a scientific basis (if not evidence) for the advice I give.

R2**Please explain how you have identified this learning objective.**

Explain how you came to identify this as a learning objective. This information will be used as evidence that the learning need is relevant.

More and more patients are demanding herbal remedies.

R3**Please indicate the method(s) used to identify this learning objective.** *(Tick box)*

To answer this question, a list of methods that you might use to identify learning needs is provided. We will also use this information to provide feedback on the methods that you have been using and their benefits and limitations. (In time, some methods may become a requirement.)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Critical incidents | <input type="checkbox"/> Audit |
| <input type="checkbox"/> Appraisal | <input type="checkbox"/> Feedback from users of service products |
| <input checked="" type="checkbox"/> Peer review/talking to colleagues | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Personal interest | <input type="checkbox"/> Other |

R4**To which competences does this learning objective relate?**

(Please refer to competences - Appendix 7)

The competences provided are intended to be a starting point. Pharmacists are encouraged to ignore those that are not relevant to them and add their own where an appropriate one is not available.

G1a, G1f

CPD No. _____

Entry No. _____

Planning

P1

Urgency: By when will you need to meet this learning objective?

Simply give a date by which you will need to have met the learning need. Be specific, don't put asap.

02 | 10 | 01

P2

Importance: What will be the impact of your learning?

Record the impact on you and others for whom you feel it will be significant. If you don't think that your learning will have a significant impact on any of these groups, you might ask yourself why you are undertaking this learning.

Its impact on me will be modest in that my general knowledge in this area will be improved and satisfy an interest. Users will benefit greatly from being informed as to what medicines and herbs cannot be taken at the same time. Colleagues will benefit from shared information.

P3

What activities could you undertake to meet this objective?

State the options that you have for meeting this objective. Outline the advantages and disadvantages of each, and indicate which you intend to undertake.

Description (✓ or ✗)	Advantages/Disadvantages
<i>SCPPE Local Session 3 ✓</i>	<i>Advantage – interactive - learning with others can be motivating Disadvantage – may not give me enough information on specific products</i>
<i>Information search - books in hand ✓</i>	<i>Advantage – quick and easy to use Disadvantage – deciding what is a reliable and accurate source of information</i>
<i>Course of lectures at local school of pharmacy ✗</i>	<i>Advantage – scientific focus Disadvantage – too much chemistry. I don't like being lectured to.</i>

Action

A1

When did you undertake the activities you selected to meet the objective?

Give a date, or dates, on which you undertook or completed your selected activity or activities, and the time taken.

Description	Date completed and time taken
<i>SCPPE Local Session</i>	<i>02/09/2001, 3hr</i>
<i>Information search - books in hand</i>	<i>29/09/2001, 4hr</i>

A2

What have you learnt as a result?

Briefly describe what you actually learnt from undertaking the activities. This might be different from, and perhaps more than, what you set out to learn.

*SCPPE gave some useful references for articles and books on herbal medicines
Found that I can apply existing skills in critical analysis to publications on herbal medicines*

Appendix 3 Exemplar record sheets

CPD No. _____

Entry No. _____

Evaluation (reflection on learning)

E1

Has your learning objective been met? (Tick one box)

- Fully Partly Not at all

E2

If your learning objective has been fully or partly met:

Please describe an example of how you have applied what you have learnt.*Give an example of how you have used what you have learnt.*

A customer asked if he could take a herbal supplement that he'd seen advertised on the internet while he was taking bupropion. I was able to check whether any of the herbal ingredients were likely to be affected (bupropion is a liver enzyme inducer) and whether any were likely to lower seizure threshold (a potentially serious interaction).

E3

If your learning objective has been fully or partly met:

Please describe any feedback you have had.*This might include users of your services/products, staff and colleagues. The learning may have had an impact on you, for example, by affecting your confidence or motivation, and you should record this. Feedback may come in many forms – for example, verbally, through surveys, or through statistics on performance.*

A customer was pleased that she had asked my advice on St John's Wort. She had asked me whether it was any good. I automatically checked my PMR and noticed that she took combined oral contraception. I knew from my lectures that the efficacy of her oral contraception could be reduced by St John's Wort.

E4

If your learning objective has been partly met:

Please describe what part of your learning objective you did not achieve.*Briefly describe that aspect of what you set out to learn to do that you still cannot do, or can only do unsatisfactorily.*

E5

If your learning objective was partly met or not met at all:

Explain the reasons why your learning objective was not fully met or not met at all.*Briefly describe why you think you have not fully achieved your objective. For example, is it because you undertook inappropriate activities, did not define your learning objective in quite the right way or were too ambitious?*

E6

If your learning objective was partly met or not met at all:

What are you going to do next? (Tick one box)

- Nothing, the objective is no longer relevant Nothing, the objective is sufficiently met
- Review my options for activities to meet the objective Start a new cycle by redefining the objective

Exemplar 2:

For learning that starts at Reflection on practice

CPD No. _____ Entry No. _____

Name of entry: Propranolol and alcohol interaction Date learning need identified: 19 / 10 / 01

Reflection on practice

R1

What do you want to learn to do?

Describe a learning objective with a stated performance outcome (something you will be able to do as a result of undertaking this development). Make it specific, measurable and achievable.

Advise patient whether it will be ok for her to have a few drinks while taking propranolol

R2

Please explain how you have identified this learning objective.

Explain how you came to identify this as a learning objective. This information will be used as evidence that the learning need is relevant.

Patient is on propranolol and is celebrating her birthday. Patient read in the PIL that alcohol should be avoided while taking this medication.

R3

Please indicate the method(s) used to identify this learning objective. *(Tick box)*

To answer this question, a list of methods that you might use to identify learning needs is provided. We will also use this information to provide feedback on the methods that you have been using and their benefits and limitations. (In time, some methods may become a requirement.)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Critical incidents | <input type="checkbox"/> Audit |
| <input type="checkbox"/> Appraisal | <input checked="" type="checkbox"/> Feedback from users of service products |
| <input type="checkbox"/> Peer review/talking to colleagues | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Personal interest | <input type="checkbox"/> Other |

R4

To which competences does this learning objective relate?

(Please refer to competences - Appendix 7)

The competences provided are intended to be a starting point. Pharmacists are encouraged to ignore those that are not relevant to them and add their own where an appropriate one is not available.

G1f

Appendix 3 Exemplar record sheets

CPD No. _____ Entry No. _____

Planning

P1 Urgency: By when will you need to meet this learning objective?

19 | 10 | 01

Simply give a date by which you will need to have met the learning need. Be specific, don't put asap.

P2 Importance: What will be the impact of your learning?

Record the impact on you and others for whom you feel it will be significant. If you don't think that your learning will have a significant impact on any of these groups, you might ask yourself why you are undertaking this learning.

High for patients as I will be able to inform this and future customers who ask the same question.

P3 What activities could you undertake to meet this objective?

State the options that you have for meeting this objective. Outline the advantages and disadvantages of each, and indicate which you intend to undertake.

Description (✓ or ✗)	Advantages/Disadvantages
<i>Reading ✓</i>	<i>Can be done in own time/don't always have the time to read enough</i>
<i>Search internet for information ✓</i>	<i>A fast and accessible source of information</i>

Action

A1 When did you undertake the activities you selected to meet the objective?

Give a date, or dates, on which you undertook or completed your selected activity or activities, and the time taken.

Description	Date completed and time taken
<i>Reading</i>	<i>19/10/2001, 15min</i>
<i>Search internet for information</i>	<i>19/10/2001, 20min</i>

A2 What have you learnt as a result?

Briefly describe what you actually learnt from undertaking the activities. This might be different from, and perhaps more than, what you set out to learn.

I now know that propranolol gives an enhanced hypotensive effect with alcohol. A few drinks at home is probably not significant.

CPD No. _____

Entry No. _____

Evaluation (reflection on learning)

E1

Has your learning objective been met? *(Tick one box)*

- Fully Partly Not at all

E2

If your learning objective has been fully or partly met:

Please describe an example of how you have applied what you have learnt.

Give an example of how you have used what you have learnt.

I was able to inform the customer of the effect of combining propranolol and alcohol

E3

If your learning objective has been fully or partly met:

Please describe any feedback you have had.

This might include users of your services/products, staff and colleagues. The learning may have had an impact on you, for example, by affecting your confidence or motivation, and you should record this. Feedback may come in many forms – for example, verbally, through surveys, or through statistics on performance.

The patient subsequently told me that she consumed a modest amount of alcohol without any adverse side-effects.

E4

If your learning objective has been partly met:

Please describe what part of your learning objective you did not achieve.

Briefly describe that aspect of what you set out to learn to do that you still cannot do, or can only do unsatisfactorily.

E5

If your learning objective was partly met or not met at all:

Explain the reasons why your learning objective was not fully met or not met at all.

Briefly describe why you think you have not fully achieved your objective. For example, is it because you undertook inappropriate activities, did not define your learning objective in quite the right way or were too ambitious?

E6

If your learning objective was partly met or not met at all:

What are you going to do next? *(Tick one box)*

- Nothing, the objective is no longer relevant Nothing, the objective is sufficiently met
- Review my options for activities to meet the objective Start a new cycle by redefining the objective

Appendix 3 Exemplar record sheets

Exemplar 3:

For learning that starts at Reflection on practice

CPD No. _____ Entry No. _____

Name of entry: MMR vaccine Date learning need identified: 14 / 11 / 01

Reflection on practice

R1**What do you want to learn to do?**

Describe a learning objective with a stated performance outcome (something you will be able to do as a result of undertaking this development). Make it specific, measurable and achievable.

When questioned by the public about the MMR vaccine I would like to have a knowledgeable opinion based on evidence available.

R2**Please explain how you have identified this learning objective.**

Explain how you came to identify this as a learning objective. This information will be used as evidence that the learning need is relevant.

This has been identified because of much interest in the media at present and is now a very topical issue amongst parents.

R3**Please indicate the method(s) used to identify this learning objective. (Tick box)**

To answer this question, a list of methods that you might use to identify learning needs is provided. We will also use this information to provide feedback on the methods that you have been using and their benefits and limitations. (In time, some methods may become a requirement.)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Critical incidents | <input type="checkbox"/> Audit |
| <input type="checkbox"/> Appraisal | <input checked="" type="checkbox"/> Feedback from users of service products |
| <input type="checkbox"/> Peer review/talking to colleagues | <input checked="" type="checkbox"/> Reading |
| <input type="checkbox"/> Personal interest | <input type="checkbox"/> Other |

R4**To which competences does this learning objective relate?**

(Please refer to competences - Appendix 7)

The competences provided are intended to be a starting point. Pharmacists are encouraged to ignore those that are not relevant to them and add their own where an appropriate one is not available.

G8e

CPD No. _____ Entry No. _____

Planning

P1

Urgency: By when will you need to meet this learning objective?

Simply give a date by which you will need to have met the learning need. Be specific, don't put asap.

15 | 12 | 01

P2

Importance: What will be the impact of your learning?

Record the impact on you and others for whom you feel it will be significant. If you don't think that your learning will have a significant impact on any of these groups, you might ask yourself why you are undertaking this learning.

Very topical issue at the moment and needs knowledgeable response to parents' questions. If I cannot demonstrate a firm understanding of the issues involved, I may well lose some customer confidence.

P3

What activities could you undertake to meet this objective?

State the options that you have for meeting this objective. Outline the advantages and disadvantages of each, and indicate which you intend to undertake.

Description (✓ or ✗)	Advantages/Disadvantages
<i>Read most recent CMO letters on immunisation ✓</i>	<i>Advantage – evidence-based Disadvantages – are they current enough? Latest one did not mention MMR</i>
<i>Watch a documentary on TV ✓</i>	<i>Advantage – quick and convenient Disadvantage – media may be biased; may not be evidence-based</i>
<i>Speak to a colleague at a community trust who specialises in immunisation ✓</i>	<i>Advantage – quick and convenient and good to talk to someone Disadvantages – she will give the official NHS 'line'</i>

Action

A1

When did you undertake the activities you selected to meet the objective?

Give a date, or dates, on which you undertook or completed your selected activity or activities, and the time taken.

Description	Date completed and time taken
<i>Read most recent CMO letters on immunisation</i>	<i>16/11/2001, 15min</i>
<i>Watch a documentary on TV</i>	<i>23/11/2001, 55min</i>
<i>Speak to a colleague at a community trust who specialises in immunisation</i>	<i>16/11/2001, 20min</i>

A2

What have you learnt as a result?

Briefly describe what you actually learnt from undertaking the activities. This might be different from, and perhaps more than, what you set out to learn.

*Current 'official' evidence-based advice is that there is no robust evidence to support a causal link between MMR and autism and MMR is more effective than single vaccines.
I feel more confident to deliver this message when advising customers. I can present both sides of the argument but I don't get involved in making the decision for the parents.
My colleague reminded me how serious measles, mumps and rubella are. I always think of them as being harmless but there is a consequence to not choosing immunisation.*

Appendix 3 Exemplar record sheets

CPD No. _____

Entry No. _____

Evaluation (reflection on learning)

E1

Has your learning objective been met? (Tick one box)
 Fully
 Partly
 Not at all

E2

If your learning objective has been fully or partly met:

Please describe an example of how you have applied what you have learnt.*Give an example of how you have used what you have learnt.*

A customer asked for advice about MMR. I was able to present her with the evidence and current Department of Health guidance. We had a good discussion and I referred her for a chat with the GP regarding any specific risks that might affect the decision for her child.

E3

If your learning objective has been fully or partly met:

Please describe any feedback you have had.*This might include users of your services/products, staff and colleagues. The learning may have had an impact on you, for example, by affecting your confidence or motivation, and you should record this. Feedback may come in many forms – for example, verbally, through surveys, or through statistics on performance.*

Had another mum in with an MMR query - she was very worried. I went through the same chat - I thought it had gone well but she seemed disappointed that I couldn't make the decision for her. At this point I got in a muddle and let my own ambivalence on the issue show through, which wasn't helpful.

E4

If your learning objective has been partly met:

Please describe what part of your learning objective you did not achieve.*Briefly describe that aspect of what you set out to learn to do that you still cannot do, or can only do unsatisfactorily.*

I am better informed now but not altogether happy about the advice that I am giving.

E5

If your learning objective was partly met or not met at all:

Explain the reasons why your learning objective was not fully met or not met at all.*Briefly describe why you think you have not fully achieved your objective. For example, is it because you undertook inappropriate activities, did not define your learning objective in quite the right way or were too ambitious?*

Although the guidance from the Department of Health is clear, my own views on MMR are clouded by what I read in the papers. I need to balance my personal fears as a parent with my professional obligation to give evidence-based advice. I must also remember that I'm not alone - other healthcare professionals can help with this issue.

E6

If your learning objective was partly met or not met at all:

What are you going to do next? (Tick one box)
 Nothing, the objective is no longer relevant
 Nothing, the objective is sufficiently met
 Review my options for activities to meet the objective
 Start a new cycle by redefining the objective

Appendix 3 Exemplar record sheets

Exemplar 4:

For learning that starts at Action (unscheduled learning)

CPD No. _____ Entry No. _____

Name of entry: *COPD*Date learning undertaken: *15 / 08 / 02* Time taken: *15 mins*

Action

U1

Please describe the activity you have undertaken.*Describe the activity you undertook, being specific about the details.**Read Journal of 10 August 2002*

U2

To which competences does this learning relate?*Answer this question with reference to Appendix 7. If you cannot find any competences that match, write your own.**G1q*

U3

What have you learnt as a result?*Briefly describe what you learnt from undertaking the activities.**Eating fruit and vegetables may protect smokers against developing chronic obstructive pulmonary disease.*

Evaluation (reflection on learning)

U4

Please describe an example of how you have applied this learning.*Give an example of how you have used what you have learnt.**Advise patients attending smoking cessation clinic about the possible link.*

U5

Describe any feedback you have had.*This might include users of your services/products, staff and colleagues. The learning may have had an impact on you, for example by affecting your confidence or motivation, and you should record this. Feedback may come in many forms, for example, verbally, through surveys, or through statistics on performance.**Patients have shown an interest and have indicated an intention to ensure they eat recommended levels of fruit and vegetables, but I have no evidence of changed behaviour.*

U6

Have you identified any learning needs as a result of undertaking this activity? (Tick box)*If so, start a new CPD record that starts with Reflection.* Yes No