



plan & record

version 1.3



continuing
professional
DEVELOPMENT



Contents

introduction	1	
reflection on practice	4	
planning	6	
action	8	
evaluation (reflection on learning)	9	
unscheduled learning	10	
summary	12	
advice on recording your CPD	13	
which form do I use to start?	14	
appendix 1	clinical governance in the NHS	15
appendix 2	master record sheets	17
appendix 3	guidance on completing your CPD record sheets	25
	exemplar record sheets	31
appendix 4	personal development plan	41
appendix 5	personal review of CPD record	43
appendix 6	supporting documentation	49
appendix 7	competences	51



Introduction

Welcome to the Society's system for Continuing Professional Development (CPD). CPD will give you the opportunity to demonstrate to employers, the National Health Service and patients that you are maintaining and building on your capabilities. This Plan & Record is provided as a guide to help you do this.

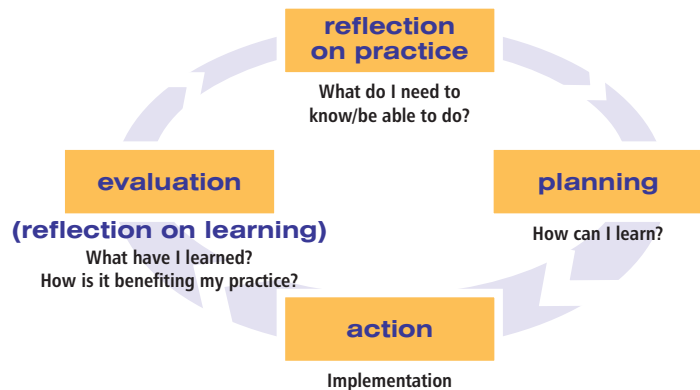
Our approach to CPD puts you in control of your learning. You direct your learning by identifying your learning needs, choosing activities to undertake to meet them, and putting what you have learnt into practice.

This document explains the framework within which you can manage your learning, and provides examples of good practice from pharmacists who have participated in the Society's CPD pilots.

It also provides advice on how to record your CPD.

So what is CPD?

CPD is a cyclical process of reflection on practice, planning, action and evaluation (reflection on learning). It includes everything that a pharmacist learns which makes them better able to do their job. Each stage of the CPD cycle is described in detail later.



The CPD cycle enables you to update, maintain and develop your capabilities by:

- Helping you identify your individual learning needs
- Recognising the learning that occurs in the workplace
- Acknowledging that we learn in a variety of ways and that you will have your own preferred approaches
- Avoiding the need to complete a fixed number of hours of continuing education. The emphasis will be on quality, rather than the quantity, when the Society monitors your CPD.

It is important to distinguish CPD from the more familiar term Continuing Education (CE). CE refers to traditional methods of learning such as attending workshops, following diploma or distance learning courses, or structured reading. These activities can be very useful and will inevitably feature as part of most pharmacists' CPD, but professional development also occurs through activities such as:

- Learning by doing
- Dealing with problems/situations in the workplace or elsewhere (including incidents outside your professional responsibilities from which you learn something that is applicable to them)

Introduction

- Participating in group activities, eg staff meetings, staff training or working groups
- Projects and professional audits
- Preparation for a presentation or teaching others
- Work shadowing ('sitting next to Nelly')
- Secondment to another department

This list is not exhaustive, and could include any other activities that develop your professional capabilities.

I don't work in a patient care role, so does CPD apply to me?

Yes. CPD relates to you as an individual and the work you undertake in a professional capacity, whether you work in industry, academia, administration/management or any other role.

I work in a patient care role but not all of what I need to learn is purely clinical, so can I include these non-clinical aspects?

Yes. CPD relates to all the work you undertake in a professional capacity, so may include non-clinical aspects of your job.

So I can record CPD that relates to anything?

The CPD you undertake should relate to your job as a pharmacist, or a prospective job and to the sector of practice in which you work. Although not all of your CPD has to be expressly associated with pharmacy, your CPD should identify you as a pharmacist in the broadest sense of the word. For example, your record may relate to business planning, information technology, staff development or budget management. Although these may be aspects that you need to develop as part of the work you undertake in a professional capacity, none of these would necessarily identify you as a pharmacist. They may though be included in your CPD record as long as there are other aspects that do identify you as a pharmacist in the broadest sense, for example CPD that keeps you up to date with legislation or policy with regard to the pharmacy profession. Depending upon your role, it may be that your record mostly contains CPD that is not expressly associated with pharmacy.

How much CPD do I need to undertake?

At this stage the Society is not setting a 'quantity' requirement. As already stated, it is the quality rather than the quantity of your CPD that is important. How much CPD you should undertake depends upon your current performance and the needs of your future performance. For example, those undertaking new roles or starting a new job may see an increase in their learning needs, while those working within a stable environment may have fewer learning needs.

The number of learning needs that an individual pharmacist will have at any given time can be established by applying the methods described in the Reflection on practice section of this Plan & Record.

How do I record my CPD?

The Society has developed a CPD recording format. We are however aware that some pharmacists are already recording their CPD in other formats. Other formats may be used to record your CPD, as long as they have been approved by us. Approved formats carry the approval logo, pictured below

Both paper and electronic CPD recording



formats are available. We encourage you to use the electronic format, which can be accessed via the internet (called CPD Online) or CD-ROM (called CPD Desktop). Both electronic formats offer the following benefits over paper-based records:

- Easy editing of your CPD record
- Legibility – there is no need to worry about whether someone can read your handwriting
- You will receive feedback on your record more quickly when you submit it for evaluation

Introduction

And for those using CPD Online to maintain their record:

- *You will be able to access your record from any computer that has internet access*
- *You will be able to share specific parts of your CPD record, eg with your employer, local NHS body, the Society, without the need to photocopy or print it. You will be in control of who sees what*
- *Your record will be backed up on secure servers, so cannot go missing, eg left on the bus or deleted from your computer's hard disk*
- *You will be able to track the progress of your record through the Society's monitoring and feedback systems*
- *Over time, you will benefit from additional internet-driven features that will only be available to those maintaining their CPD record through the web*

Guidance on how to record your CPD can be found in a later section of this Plan & Record (p13).

How will the Society monitor CPD?

Pharmacists will need to submit their records periodically. The records will be reviewed against a set of criteria which will be described in the document CPD Rules.

In the CPD pilots, criteria were used to identify good CPD practice. These are included in Appendix 5.

This introduction will have given you a feel for what is involved in CPD. The following sections describe the process in more detail.

Reflection on practice

identification of learning needs

What is reflection on practice and how does it help identify your learning needs?

A key part of CPD is the identification of your learning needs through reflection on practice. If you don't identify the right needs it doesn't matter how well you subsequently manage your learning, you will not see the changes in your practice that you might have hoped for.

You are the person best placed to identify these needs. Always remember that the best means of identifying your learning needs is to be honest and open in reflecting on your practice.

A good way to start the process is to take a moment to think about your practice to date. Think where you might have struggled in the past and, more importantly, where you want your practice to go in the future.

Critical incident case study

Patricia Peterson, a pharmacist from Wales, was questioned by the local school nurse about anaphylaxis. In the course of their conversation, it became apparent to Patricia that she was not aware of the current Trust policy towards treatment of anaphylaxis. This was something that she needed to know if she was going to provide appropriate advice to the nurse.

At the same time the nurse raised the subject of pertussis immunisation. Patricia realised that she needed to know the differences between whole-cell and acellular pertussis, so that she could inform the nurse appropriately.

Another pharmacist, Bill Whatling, was prompted by the recent admission to an elderly care ward of a patient with Alzheimer's disease who was taking Aricept. Bill identified the need for greater understanding about the development and progression of Alzheimer's disease and current treatments, so that he would be able to provide informed advice on the patient's medication.

Methods that you can use to help identify your learning needs

'Self-diagnosis' of learning needs can be challenging, but there are a variety of methods

to help give you a more objective view of your needs:

Critical incident analysis

Learning from your own experience is one technique that can be used. This is sometimes known as **critical incident analysis** or **learning from meaningful events**. In this approach, an event that was associated with a particular outcome is analysed. If the outcome was negative, you will have identified the need to find ways to avoid this in the future. If the outcome was positive, think about why it was positive and if you have learnt anything that you could apply to other situations.

Appraisal and peer review

Do not overlook the value of discussing your practice and learning needs with colleagues, your line manager, friends or users of your services or products. Their opinions can be very useful – our perception of ourselves or events often differs from that of others. Their input may take the form of appraisal, peer review or an informal conversation. You may wish to discuss a critical incident with a colleague or friend in order to help you understand the event more fully.

Peer review case study

Cathy Shoreham, a pharmacist from Northumbria, was keeping her CPD record on paper. A colleague introduced the idea of keeping the record on computer. Cathy could see the benefit of doing this but felt that she did not have the necessary computing skills.

Her colleague continued to encourage Cathy, pointing out that updating her computer skills was not just an issue for maintaining her CPD record, but a wider one of communication: producing documents, searching for information, and keeping in contact with colleagues and others.

Thinking it over Cathy concluded that her colleague was right: she could not afford to be left behind, and she would need to bring her computer skills up-to-date. Learning to keep her CPD record on a computer was just the start.

Reflection on practice

Professional audit

Professional audit offers a systematic approach to developing your performance. The objective results from an audit can provide a clear indication of learning needs. If audit is not a term with which you are familiar, you have just identified a learning need. Record the need and plan how you are going to find out about audit. Guidance is given in *Medicines, Ethics and Practice* and on the Society's website.

Audit case study

A number of dispensing errors were occurring in Jack Dixon's pharmacy. Jack realised that he couldn't just sweep this under the carpet – dispensing errors were not acceptable.

The big question for Jack was 'why'. Why were the errors happening and why had there been such a spate of them over the last few months? He decided that he would only find the answer by doing an audit to find out what was going on.

Jack soon realised that before you do an audit you need a clear idea of *what* you are auditing. There were many factors that might be influencing the 'dispensing error situation', as he now thought of it. These included the number of prescriptions, number of staff, general workload, distractions and, on top of everything else, attitudes.

Once he had identified what he was auditing then he would have to work out *how* to get the information and what to do with it.

Reading and other learning activities

Reading the *Pharmaceutical Journal* and other publications, and participation in workshops, meetings and study groups will also introduce fresh ideas and help you to reflect on your needs. For example, the *PJ's* CPD articles now include pre-reading questions to help you establish if you have any learning needs that the article might help you meet. Remember to ask yourself if the questions are relevant to your practice.

Reading case study

Fozia Kahlon read in a newspaper that there might be a link between children's behaviour and their diet. She realised that her patients would also be likely to have read this report and might want to discuss it with her. The information in the newspaper was limited, so Fozia identified this as an area to follow up in more detail.

Setting objectives

It is important to set SMART objectives:

- **Specific** – state exactly what it is you want to learn to do
- **Measurable** – be able to test whether you have met your learning objective (if you have already been specific, this should be more straightforward)
- **Achievable** – take into account constraints such as time, cost and support. Be realistic
- **Relevant** – if the learning need has been identified in the way that we have described earlier, this should already be the case
- **Timed** – set yourself deadlines for achieving your goals. (You will record this detail in the planning section of the recording format)

Setting objectives will help ensure that you meet your learning need(s).

Personal development plan

From time to time the Society will develop materials to help you identify your learning needs. The first of these is a personal development plan (PDP). A PDP is designed to structure the reflective process and to link your development, career and business plans to service needs and their delivery through your CPD. Your employer might already require you to develop a PDP as part of their performance review process. A PDP is included in this Plan & Record (Appendix 4), but its use is optional.

Reflection on practice: Good practice criteria

These can be found in Appendix 5.

Planning

Having identified one or more learning objectives, you need to think about prioritising these and deciding how you will meet them.

Prioritising your learning objectives

You may already plan your daily or weekly activities using a 'to do' list. This helps you keep track of what you need to do and which tasks take priority over others. These same considerations apply when planning your CPD.

There are two issues that you need to consider when prioritising your learning objectives: urgency and importance.

Urgency

Urgency is simply a measure of how soon you need to meet a learning objective. In some cases you will have to learn something immediately. In others, the learning may be in response to a change in your practice that may occur over the forthcoming years, and several activities will need to be undertaken to meet the objective.

Importance

The importance of a learning objective is a measure of the likely impact of meeting your learning need. This impact may be upon you, your colleagues, organisation(s) to which you are contracted and, perhaps most importantly, patients or other users of your services or products. Consider how frequently you will use the new knowledge or skill. Something that you do in your job on a daily or weekly basis might take precedence over something that is

Urgency case studies

Immediate

Greta Jones was asked by the local GP about the treatment of fluorouracil-induced neurotoxicity. The GP needed advice on this immediately, so Greta had to respond to this learning need straight away.

Long-term

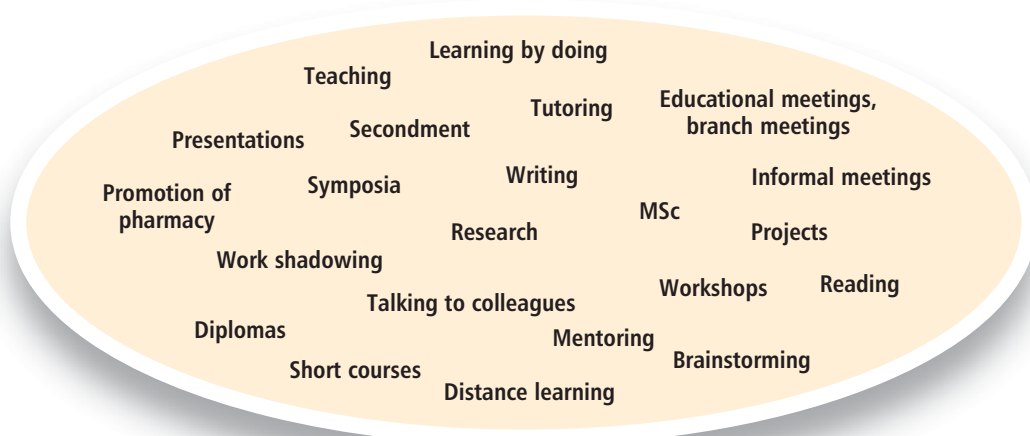
Cathy Shoreham had decided that she needed to update her computer skills. This felt daunting to her: there seemed to be so many things that she could do with a computer that it was difficult to know where to start. Her friend advised her to set some specific short-term goals and said that in due course learning to use a new computer program would become intuitive.

Cathy then noted her learning objectives: a short-term goal of learning to maintain her CPD record on a computer, and a long-term goal of being comfortable enough with computers to be able to use new software programs intuitively.

only an occasional aspect of your job. It is, of course, rarely as simple as this and the issue of importance is ultimately a matter of your professional judgement.

Identifying appropriate activities to meet your learning need

The figure (below) shows some approaches to learning that you can consider – some are more formal than others.





Planning

The approaches included here are not exhaustive. When considering CPD, try not to think in terms of hours and accredited events but of the variety of ways you can plan to learn something.

Answering the question 'what level of competence do I need to reach?' might help you determine the best approach. Can you gain the necessary knowledge or skill from talking to a colleague or will you need to do some reading or enrol on a course? There may be other considerations. For example, if you have an urgent need, a particular course may not be available, whereas a colleague, publication, the internet or an information help-line might be. Consider the advantages and disadvantages of each of the different options for meeting a learning objective.

Importance case studies

Greta considered her need to refresh her knowledge of the treatment of fluorouracil-induced neurotoxicity to be of high importance because of the impact it would have on her GP colleague and the patient, so prioritised the learning objective very highly because it was both urgent and important.

Cathy considered her need to learn how to maintain her CPD record using a computer as likely to have little impact on her patients. She could see that doing away with paperwork could have benefits for her employers. Also, she felt that there would be benefits for her too, such as the ease of editing her record and the ability to share it with other people. Cathy judged this learning objective to be of high importance and something to be achieved over the coming months.

You may feel that some events in the workplace cut out the reflection on practice and planning stages of the CPD cycle because something happened that needed an immediate response. Yet it may not be as simple as this. Even if you did have to respond immediately, you had to plan a course of action (eg talk to a colleague). On evaluating the incident later you may be able to plan further activities (eg to read relevant material) to help you better handle a similar incident in the future. An incident that 'just happens' may therefore suggest different actions that need to be planned and implemented either immediately or at a later date.

Identifying activities case study

Cathy considered a number of options to meet her objective of learning to maintain her CPD record using a computer.

Her first option was to read the user guide provided with the software. The benefit of this was that it was thorough. The disadvantage was that it might take some time get through it. Also if she did not understand it there was no one on hand to ask for help, although she could call the helpline.

The second option was just to give it a try. The advantage of this was that she could get started straight away and learn-by-doing, so getting a real 'feel' for how it worked. The disadvantage was that she was not yet at a stage where she felt confident about learning a new computer program. Also, she could make mistakes and not be aware of them.

Finally, she could choose to have a demonstration of the software by a colleague who was already using it. The benefit of this was the ability to stop and ask questions of her colleague, so being able to tap into her experience. The difficulty was that this would only be possible when her colleague could find the time. Also, she was not sure how capable a user her colleague really was.

In the end Cathy decided that she would first use a combination of learning-by-doing and reading the user manual. She might subsequently call on her colleague's experience if she had problems.

Planning: Good practice criteria

These can be found in Appendix 5.

Action

Action case study

Having undertaken a combination of learning-by-doing and reading the manual, Cathy has learnt how to maintain her CPD record using a computer. She has also gained some transferable skills such as an awareness of resources for pharmacists on the internet. She has also learnt to enter, move and delete text. Overall she has gained confidence in using computers.

This is the most straightforward stage of the cycle to describe. You undertake the activities you selected in the planning stage of the cycle, and then you summarise what you have learnt.

Action: Good practice criteria

These can be found in Appendix 5.

Evaluation

(reflection on learning)

Evaluation is an important stage in the CPD cycle since this is how you assess how successful your approach has been in meeting your objectives. You may regard the evaluation stage of the CPD cycle as reflection on what you have learnt.

Remember that CPD is a cyclical, on-going process. So at the end of each learning cycle, whether the need was met fully, partly or not at all, you should give some thought as to whether you have identified any further learning needs.

Evaluation (reflection on learning) case study

Cathy has applied what she has learnt by making her first entry in her CPD record. She has also gained the confidence to demonstrate the software to her pharmacy colleagues. They have commented on the helpfulness of this, sometimes pointing out features that Cathy had overlooked (such as setting up usernames and passwords for viewers). She has revisited this and has now set up a username and password so that her employers can have access to those parts of the record that she would like them to see. Her line manager has expressed her gratitude about this.

Evaluation (reflection on learning): Good practice criteria

These can be found in Appendix 5.

Establishing the effectiveness of your learning

You will already have recorded a specific and measurable learning objective. You should now ask yourself whether it has been met. This can be tested by applying what you have learnt when the opportunity arises. Ask yourself whether you are now able to deal with a particular situation more effectively. You should encourage feedback from users of your services/products, colleagues and staff. You may decide that you need to establish networks with pharmacists and others.

Having tried to apply what you have learnt, ask yourself whether the objective you set for your learning has been met fully, partly or not at all.

If it has not been met, where did your learning break down? Was the wrong need identified? Were the action(s) you undertook inappropriate?

If your learning need was only partly met, try to apply what you have learnt while still trying to understand why you did not fully meet the objective. Do you need to address those parts of your objective that are still outstanding?

Unscheduled learning

Up to now we have described learning that has been based around an identified learning need.

Not all learning happens as neatly as this. Some learning is unplanned. For example, you may attend a meeting or read a journal with no particular learning need in mind, perhaps because you are broadly interested in the subject. Having participated, you may find that you did learn something which you can apply in your practice.

This type of unplanned learning is sometimes called opportunistic learning or (our preferred terminology) unscheduled learning.

It starts with an **action** and proceeds to evaluation of what was learnt. In some instances, further learning needs may be identified and the learning may progress to the reflection stage of the CPD cycle.

Unscheduled learning should be recorded in a different way to learning that starts at reflection. If you are using the paper recording format included within this Plan & Record a separate sheet is provided for this. If you maintain your record with *CPD Online* or *CPD Desktop*, you can indicate at which stage of the cycle your learning has started when you make a new entry.

Remember that unscheduled learning is not a substitute for learning that starts with the identification of a learning need, but augments it. In practice, most people's CPD usually has a balance of both types of learning.

It can be easy to confuse learning that starts at reflection on practice with learning that starts at action. It may help to distinguish the two by regarding them as learning that starts with a recognised learning need or objective and learning that does not. So, if a patient comes to your pharmacy and asks a question which you cannot address, you have identified a learning need. This then is learning that starts at reflection on practice and not learning that starts at action.

Unscheduled learning case study

Bob Salmon was reading the Pharmaceutical Journal and saw an article about possible protective effects of fruit and vegetables on chronic obstructive pulmonary disease. In particular he noted the need to promote messages on dietary intake amongst people most at risk, namely smokers and ex-smokers. Bob now includes this advice as part of his smoking cessation services.

Unscheduled learning: Good practice criteria

These can be found in Appendix 5.



Learning starting at other points of the cycle

In the majority of cases you will find that you enter the learning cycle at either 'reflection on practice' or 'action' (unscheduled learning). On occasion, however, you enter the cycle at **planning** or **evaluation**. A guide has been provided on page 14 to help you determine which point you have entered the cycle and consequently which form will best assist you in recording your CPD.

Learning that starts at planning

Whilst determining an objective as a result of reflection is often the precursor for developing a learning plan, there will be instances where you will have no specific learning objective in mind. For example, you might decide to read the news section of the *Pharmaceutical Journal* every week; you are not looking for a specific piece of information or to develop specific new knowledge or skills, you are just looking to stay up to date with what is going on in the profession. In most instances by starting at planning you will be considering a broad scope and looking to improve your understanding across a range of issues or areas.

Having made this decision it is then possible to follow the rest of the cycle through; planning your learning, determining and monitoring your actions and evaluating the result.

Planning case study

Tina Clarke decided to listen to the 'BBC' programme on Radio 4 every week in order to understand current political issues. She gained an insight into how legislation is developed in the UK and gained an understanding of the political context in which she was operating. She found this useful when considering the issue of whether the RPSGB should retain both regulatory and representative functions and felt able to write a coherent reply to the RPSGB's consultation. She also felt more confident to discuss political issues with her colleagues at local branch meetings.

Learning that starts at evaluation

As the CPD programme is designed to capture the continuous lifelong learning that is part of professional life, we recognise that there are occasions when you will apply new knowledge, skills or attitudes that you have learnt incidentally. On these occasions, you may not recall what prompted you to learn the particular ability or knowledge. Alternatively, the ability or knowledge may have been gained with the intent of applying it in another area of your life, but you were able to recall and apply it in a relevant professional situation.

As you are at the end point of the learning cycle it is only necessary to record the **evaluation** of your learning.

Evaluation case study

Lex Lucas answered a query from a patient who was worried that he might have been poisoned. He'd eaten at the same sushi bar as a murdered Russian agent and was worried that his food might have been contaminated. The pharmacist recorded that he'd been able to give the patient accurate advice because he'd kept up with events on the radio, had read about thallium, then polonium, in Martindale. He hadn't recorded any of this information before as he'd just looked up the references out of idle curiosity, but he was really pleased that he'd been able to help the patient.

Summary

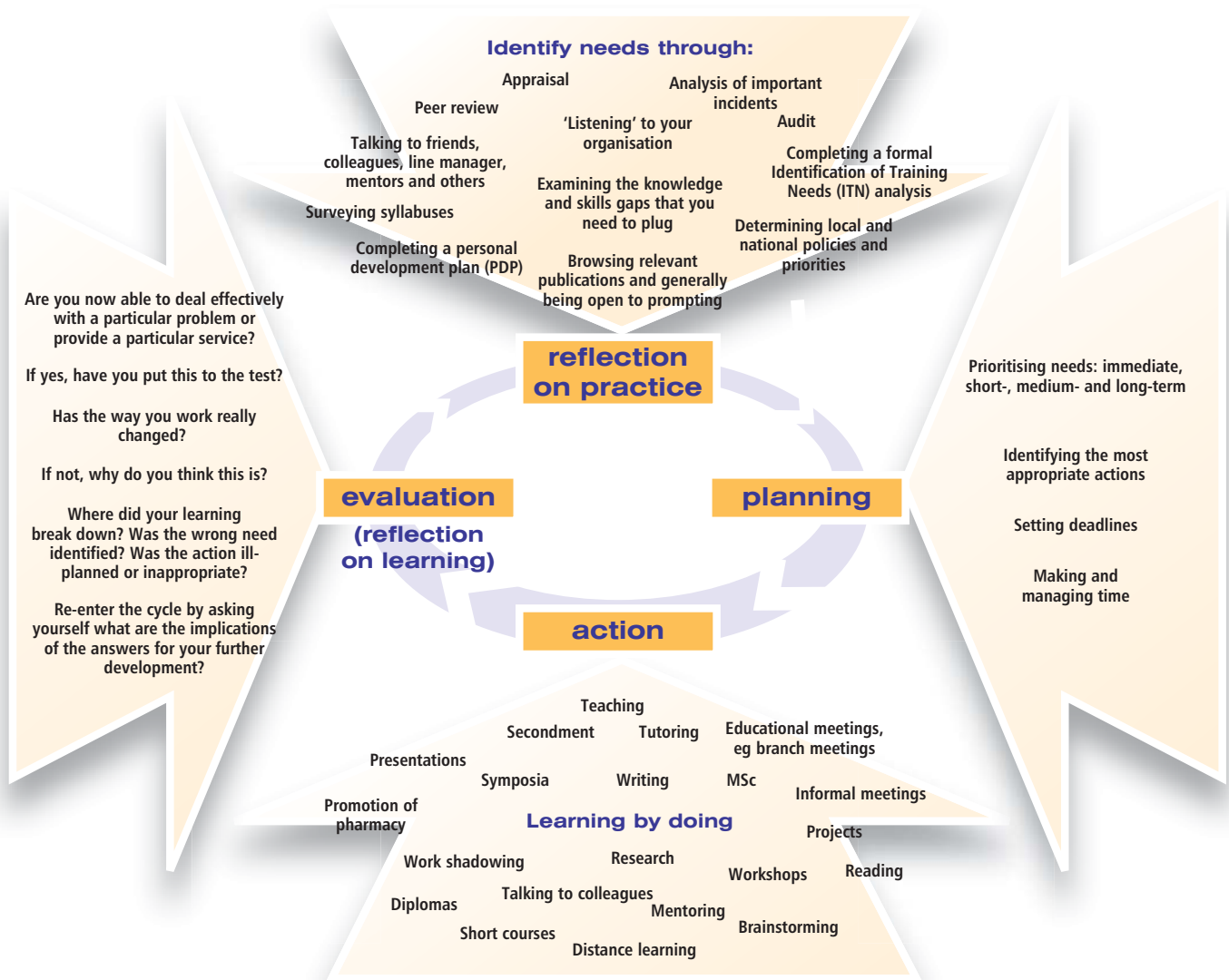
Each stage of the learning cycle is identified by an aspect of the way in which you learn:

Scheduled learning

- **Reflection on practice** - there is a specific need or issue that you wish to address about your professional practice
- **Planning** - you have no specific need, you are just making a deliberate decision to increase your overall understanding of an aspect of your professional practice

Unscheduled learning

- **Action** - where an occasion or circumstance instigates an action, resulting in a new thing being learnt
- **Evaluation** - incidental learning, where through your professional and personal life you apply a new skill or knowledge that is the by-product of some other activity.



Advice on recording your CPD

Having now read in some detail what is involved in CPD, this section gives guidance on recording your CPD.

You may choose to record all your CPD, but including all the informal learning that you undertake could mean spending an unrealistically large amount of time on this task.

Our advice is that you work towards a balanced CPD record that demonstrates the good practice outlined for each stage of the cycle. So, for example, you might want to work towards a record that demonstrates how each of the different methods (appraisal, critical incident analysis, etc) were used to identify learning needs, rather than focusing on recording learning needs that only demonstrate how one or two of these methods have been used. Likewise, you might want to record a combination of CPD that demonstrates an impact on different parties (on yourself, colleagues, organisations and, particularly, on users of your products and/or services).

You should look through all of the good practice criteria when deciding how to balance your CPD record.

You should also remember that organisations other than the Society might want to look at your CPD record, for example, your employer or a local NHS organisation, so you may want to establish what their expectations of your record are.

How long will it take to undertake and record my CPD?

This depends upon the number of learning objectives you have and the activities you have chosen to meet them. The CPD cycle may be completed in anything from hours to years.

We believe that it will take about 30 minutes to record one CPD entry (one entry relates to a single learning need). Initially it may take longer, but with experience the time will decrease.

In most cases a sentence or two is enough to answer the questions in the recording format, and in several instances all that is required is that you tick a box, make a selection from a menu or give a date.

Our focus is on quality rather than quantity. Spending more time recording a selection of the CPD you undertake, rather than rushing to record all of it, may provide greater evidence of your ability to direct your own learning.

By way of guidance, pharmacists within our pilots recorded about one CPD entry each month, although they undertook more CPD than this.

How will the Society know whether a CPD record is fraudulent?

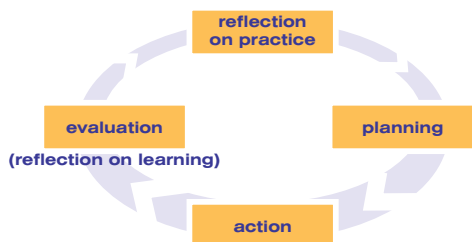
The Society will be checking for plagiarism. It will also be gathering together indicators of fraudulent records. In addition, we will randomly monitor a number of records for plagiarism each year.

You are advised to be as specific as possible when describing courses attended or other activities undertaken, including names of people you have talked with or involved in your CPD at any stage of the cycle. Do though respect patient confidentiality. Also be sure that anyone else's name is documented only with their permission. Collect evidence supporting your CPD where this is possible. We realise that for much of your informal learning this may not be possible. Do not let this discourage you from including informal learning in your CPD record, as this issue will be recognised by the Society in its monitoring processes. We will not ask for evidence to support your record when you submit it for review and feedback, but may do if we are suspicious about its contents or if it is randomly selected for the monitoring of plagiarism outlined above.

Appendix 6 provides one place where supporting documentation may be kept. Alternatively, you may remove Appendix 6 and place it in another folder, where you may collect your evidence.

Which form do I use to start?

The following questions are designed to assist you to determine which of the four record sheets is the most suitable for recording your CPD. As described earlier in plan and record, you can record information about your CPD at any point in the learning cycle of



The starting point for determining if you should record a learning event or development activity is deciding whether the activity will or has changed your attitude, skill or knowledge applied in the practise of your profession. If it has or will, than it is a good activity to record as part of your CPD.

The following section will help you identify which record sheet you should use:

Reflection on practice

Use this record sheet if the activity or example you have in mind:

- makes you think that you need to learn something new **OR**
- makes you think that you'd like to undertake a learning activity and you have a clear learning objective in mind **OR**
- is one where you have learnt something new and you have a specific learning outcome **OR**
- is one where you have applied some knowledge, skill or attitude in practice and can recall how you acquired this new attribute.

Planning

You should start with this record sheet if you wish to undertake a learning activity but have no clear learning objective in mind.

Action

Complete this record sheet first if the learning was not prompted by a specific learning need.

Evaluation

Use the evaluation record sheet if you have learnt something new but you are unable to recall how you acquired the skills, knowledge or attitudes that you applied.

Remember, each entry you make should finish with **evaluation**. So whichever point you start at, you should complete each subsequent stage of the CPD cycle until you have completed the **evaluation** stage.