



Ag Rialáil Gairmithe Sláinte  
agus Cúraim Shóisialaigh

Regulating Health +  
Social Care Professionals

# Continuing Professional Development Record Template<sup>1</sup>

## **Registrant Profile:**

Senior Speech and Language Therapist with 14 years experience working with adults across the community and acute HSE system.

*Please note that this exemplar contains learning activities greater than the required number of credits so as to provide a wide a variety of learning activities for illustrative purposes. The minimum number of credits registrants selected for audit are required to evidence in a 12-month period is 30.*

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<sup>1</sup> Version issued September 2023



Name:	Jane Doe	CORU Registration Number:	SL 123456
Audit period from:	01/11/22	Audit period to:	31/10/23
Registration Board	Speech and Language Therapists Registration Board		

Implement			Evaluate & Reflect	
Date and time spent. When did you undertake this learning activity?	Type of Learning Activity What was the name of the activity?	CPD credits Approx. 1 CPD credit for every hour of new or enhanced learning achieved	Learning Outcome What have you learnt through completing this activity? How have your skills and knowledge improved or developed?	Impact on practice How have you integrated this learning into your practice? How has this learning made a difference to your capability and performance in your role?
07/11/22 to 22/12/22  16 hours in total	Professional Reading in relation to Risk Feeding and further development of department SOP and review of department documentation	4	<p>This reading has further developed my awareness and understanding of Risk Feeding in Adults with Dysphagia.</p> <p>Based on the readings, I developed a document for the SLT department which covers the following areas based on the research and evidence base practice:</p> <ul style="list-style-type: none"> <li>• Definition of Risk Feeding</li> <li>• Rationale / Reasons for Risk Feeding</li> <li>• Roles and Responsibilities</li> <li>• Decision-making for Risk Feeding</li> <li>• Steps Involved in Decision-Making</li> <li>• Risk Feeding Pathway</li> <li>• Discharge from Acute Hospital</li> </ul>	<p>My increased awareness has provided me with an increased knowledge base into the research around Risk Feeding in adults with dysphagia.</p> <p>I have developed a department SOP in relation to recommending Risk Feeding for particular adults with dysphagia. The aim of this is to ensure that the SLTs in the department work within their scope of practice.</p> <p>I have reviewed and ensured that our department documentation has appropriate wording that ties into the current academic research and evidence base practice.</p>

			<p>A list of the some of the articles that I reviewed is outlined below.</p> <p>Irish Hospice Foundation (2016), Management of Hydration and Nutrition Guidance Document 4</p> <p>Lee Y., et al (2021). The Efficacy and Safety of Tube Feeding in Advanced Dementia Patients: A Systematic Review and Meta-Analysis Study</p> <p>Peterborough Palliative Care in Dementia Group (2009) Compromised Swallowing: A Practical Guide to Nutrition, Hydration and Medication in Advanced Dementia</p> <p>RCSLT Eating and drinking with acknowledged risks: Multidisciplinary team guidance for the shared decision-making process (adults), September 2021</p> <p>Royal College of Physicians (2021), Supporting people who have eating and drinking difficulties: A guide to practical care and clinical assistance, particularly towards the end of life, Report of a working party, 2<sup>nd</sup> edition, March 2021</p> <p>Royal College of Physicians &amp; British Society of Gastroenterology (2010). Oral Feeding difficulties and Dilemmas: A Guide to Practical Care particularly toward the End of Life.</p>	
02/02/23 2 hours	Course: HSEland Fundamentals of GDPR	1	The course outlined my responsibilities as an SLT under GDPR. It highlighted how to recognise and respond to incidents if a patient's personal data is not processed correctly. It also highlighted how I should direct a patient to get a copy of their personal data	I took the lead in discussion at team meeting to ensure that all SLTs have completed the HSEland course and discussed the issues raised on the course and our responsibilities.

				<p>I reviewed the recording of patient information and SLT documentation to ensure compliance with GDPR.</p> <p>This has further developed my awareness of patient confidentiality in relation to SLTs working in an acute hospital.</p>
<p>20/03/23 to 21/03/23</p> <p>12 hours in total</p>	<p>Course: LEAD Introduction to Improvement</p>	<p>5</p>	<p>This was a two-day course which focused on Quality Improvement in the healthcare setting. It provided an introduction some basics of quality improvement and quality improvement methodologies. This was done by means of presentations, videos and practical exercises</p> <p>Over the two days the following concepts were covered:</p> <ul style="list-style-type: none"> <li>• System thinking</li> <li>• The Psychology of Improvement</li> <li>• The System of Profound Knowledge</li> <li>• Clinical Microsystems</li> <li>• Planning Improvement - Aims</li> <li>• Process Mapping</li> <li>• Generating Change Ideas</li> <li>• PDSA Cycles</li> <li>• Measurement for Improvement</li> <li>• Variation</li> <li>• Time Series Data and Statistical Process Control Charts</li> <li>• Sustain and Spread</li> </ul>	<p>I found this course very useful as an introduction into the area of Quality Improvement. I am currently involved in the development of the hospital Oral Hygiene policy and follow up training for nursing and HCA staff. I found some of the concepts covered such as process mapping, PDSA cycles and measurement for improvement to be very useful in providing guidance and structure for this project.</p> <p>The course introduced many interesting areas in project management and systems thinking and I would like to further develop my skills in the overall area of project management.</p>

<p>02/05/23 to 16/05/23</p> <p>10 Hours</p>	<p>Online Course: Patient Safety and Quality – Developing a Systems View</p>	<p>4</p>	<p>This course introduced and helped me to develop my understanding in the area of patient safety and quality improvement in healthcare. I developed an awareness and understanding of the history of patient safety and quality improvement in healthcare. It enhanced my ability in defining the scope of the ‘problem of preventable harm in healthcare’ and how to define, measure and improve preventable harm.</p> <p>I developed my knowledge and understanding of key terms and particular tools that are widely used in patient safety and quality improvement.</p> <p>I learned some of the fundamental principles of systems thinking and how these principles apply these in a healthcare setting.</p> <p>I developed a better understanding of how to differentiate between the terms harm, hazard, error and risk within a patient safety and quality improvement framework.</p> <p>I developed a better understanding about the difference between first order problem solving and second order problem solving. I learned about the benefits of having</p>	<p>The knowledge and skills that I have learned in this course have influence the way that a look at risks and hazards in the department and in the hospital as a whole.</p> <p>I have used some of the tools such as ‘<i>fishbone</i>’ diagram and ‘<i>swim lane</i>’ flowchart when analysing audit results to gain a better insight into where and why particular breakdowns are occurring.</p> <p>The introductory knowledge that I have gained into the area of systems thinking and problem solving has given me a greater awareness of how problems should be viewed in order to make the greatest impact in solving such problems.</p>
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			strategies for both proactive and reactive systems thinking.	
17/05/23 to 31/05/23  14 hours	Online Course: Setting the Stage for Success – An Eye of Safety, Culture and Teamwork	5	<p>This course provided a review of the essential elements of a safety culture in a healthcare setting.</p> <p>I learned strategies on how to identify and mitigate safety hazards and identified particular strategies for improving communication and teamwork.</p> <p>The course emphasised that a culture of safety is a critical mechanism for the delivery of safe and high-quality care and the course taught the importance of a strong commitment from leadership and staff.</p> <p>The course helped me to develop an understanding of what a safety culture is and its importance, how a safety culture influences outcomes, how to assess safety culture in an organisation, and how strategies for improvement can be developed.</p> <p>I developed a better awareness of the concept of 'Just Culture' and how it is used when appropriating blame and accountability for human error, risk behaviours, and reckless behaviours.</p>	<p>Having completed the course, I have brought this knowledge into the in-service training that the SLT department provides to nursing and HCA staff and have updated our training materials to reflect this. I have also discussed the value of having near-miss incidents reported as this allow for learning for all and strategies to be implemented to reduce these issues.</p> <p>Within the SLT team, I have led discussions into how a safe culture is promoted through the use of identifying and reporting patient safety hazards, accountability and transparency, and effective teamwork. I have passed on the research that I came across during the course which highlights that many errors can be attributed to breakdowns in teamwork and communication.</p>

			The course highlighted the importance of patient safety event reports and how these are a critical data source for identifying and mitigating harm. It reflected on how to these reports should be used to design safer care systems.	
06/06/23 3 hours	Online Course: Medical Ethics – Introduction to Law and Medical Ethics	1	This course explored the relationship between the law, and the practice of medicine. I learned various approaches to ethics, medicine and law. It developed my awareness into some basic ethical principles and key legal concepts relating to, personhood, autonomy, human rights, sanctity of life, and quality of life.	I found this course to be very information and further underpinned my knowledge of the concepts raised in the Assisted Decision Making (Capacity) Act 2015 (ADMCA) HSEland course  I am a member of the hospital ADMCA committee and I feel that the additional knowledge that I have gained from this course helps me to have a greater understanding of the core concepts of ADMCA.
08/06/23 3 hours	Online Course: Medical Ethics – Refusal of Medical Treatment	1	In this course, I further explored the concepts of a patient’s rights to autonomy. I learned the importance of a patient having the right and autonomy and how providing consent only makes sense if there is a corresponding right to refuse or withdraw consent to medical treatment. I developed a greater understanding about whether the	My learning from this course linked into the department’s Risk Feeding SOP/document.  It provided valuable information which helped me to develop a department SOP and guidance relating to ‘ <i>Eating and drinking with acknowledged risk</i> ’. This again aims to ensure that the SLTs in the department work within their scope of practice.

			right is subject to limitations, and specific criteria that apply.	
04/09/23 to 05/09/23  09/10/23 to 10/10/23  24 hours in total	Course: Coaching Skills for Clinical Supervisors	5	<p>This course help me to reflect and become more aware of the management of my communication style. It increased my awareness of how a coaching style of supervision can develop staff and enhance workplace performance.</p> <p>It helped me to develop my ability to describe and understand how a coaching approach enables an effective leadership style. It brought awareness to my own communication style and how to how to engage in supportive feedback using a coaching approach</p> <p>I gained insight into the responsibilities of the supervisor role and gained knowledge on how to use reflective cycles effectively</p>	<p>From doing this course I have developed a better understanding of what is required to conduct and engage in a meaningful supervision session with staff grade SLTs and SLT students.</p> <p>I learned the importance of Active Listening during supervision and also the importance of allowing silence.</p> <p>I have developed my awareness and skills to recognise what is not being said in addition to what is actually being verbalised.</p> <p>I continually use a Reflective Cycle to reflect on and record my experiences.</p> <p>I have also brought my awareness and learning from this course into how I interact and communicate with patients and their families.</p>
19/06/23 to 29/06/23  6 Hours	Updating SLT Dept. Protocols - CDP and Supervision	2	<p>I realised from taking the course Coaching Skills for Clinical Supervisors that a review was required of the SLT Dept. PPPG on CPD &amp; Supervision.</p> <p>I reviewed the policy and made amendments based on my recent learning from the course.</p>	<p>I circulated the updated PPPG to department staff for their input.</p> <p>Having an updated policy provides improved structure and consistency in relation to supervision for students, new graduates and more experienced SLTs</p>

			<p>I wrote a section on Supervision of Students which had not previously been included in this policy</p> <p>This policy also provided more information and standards in relation to engaging in and recording Peer to Peer supervision. An updated Peer to Peer record form was also developed</p>	<p>SLTs are using and recording Peer to Peer supervision more consistently. This ensures that more complex patient/cases are discussed more thoroughly and engaging in this exercise also provides SLTs the opportunity to debrief with colleagues on anxieties from particular cases.</p>
<p>03/07/23 to 17/07/23</p> <p>16 hours</p>	<p>Online Course: Yellow Belt Six Sigma</p>	<p>5</p>	<p>This course introduced me to and provided me with an understanding of basic Six Sigma tools and process. The specific areas covered in the course:</p> <ul style="list-style-type: none"> <li>• Lean Sigma Concepts</li> <li>• Eliminating Waste</li> <li>• DMAIC Methodology and Tools</li> <li>• Continuous Improvement Tools</li> <li>• Improving Service Processes</li> <li>• Reduction in Variation</li> </ul> <p>I learned how small-scale process improvement projects use the PDCA process. I gained an understanding of the DMAIC methodology, which included the financial benefits of Six Sigma, and the impact of Six Sigma on an organization.</p> <p>I developed my knowledge and understanding of the measure phase, the analysis phase, the</p>	<p>I want to use this knowledge in a small project aimed at reducing waste within the department</p> <p>The first process was a review of SLT work practice. The SLT caseload is currently based on particular consultants and this means that the patients for each SLT are located throughout the hospital.</p> <p>I looked and reducing waste by changing this to having the SLT caseload based on a particular ward instead of a particular consultant. The knowledge that I gained from this course was of huge value as it allowed me to carry out this project using a structured framework and methodology. From using this methodology, I was more confident in reporting back on the issues that were identified.</p>

			improvement phase and I developed skills in my understanding of the control phase and documenting the process.	
10/04/23 to 31/05/23  24 hours in total	Online Course: People Management and Leadership	3	<p>From this course, I learned the importance of good people management skills are how this is vital in meeting the challenges faced by any type of organisation.</p> <p>This course introduced me to frameworks and ideas that help in becoming an inclusive people manager and leader.</p> <p>I developed my awareness of how organisations are increasingly required problem solve and be more agile in order to find solutions to challenges and opportunities. The course encouraged me to reflect on my own leadership skills and to explore how relationships with others impact the way that I work.</p> <p>I gained insight into the importance of understanding management and how it is a fluid and changing practice. I also developed strategies that will help me to develop my skills to be able to adapt to different challenges.</p>	<p>This course has provided me with additional knowledge and skills to build on my learning from the previous course in the Coaching Skills for Clinical Supervisors.</p> <p>From taking this course, I found that my awareness and needs in my own reflective practice has significantly improved. I have improved my skills in being able to identify warning signs of possible mistakes and ways to avoid making such mistakes.</p> <p>Before making important decisions, I make time to reflect on the rationale for my future decision and impact of possible emotional biases that I may have. I feel that engaging in reflective practice enables me to understand why I am making particular decisions, my communication of these decisions to others and my overall relationships with colleagues and patients/families during the decision making process and afterwards.</p> <p>I have gained knowledge and understanding into different leadership styles and have been able to</p>

			It demonstrated ways to support and lead others, how to create a culture where a team and colleagues feel motivated, included and valued. It highlighted how coaching can sustain the development of a team and how being an effective mentor can support personal development.	explore more thoroughly my own leadership style.
05/06/23 to 04/08/23  24 Hours in total	Online Course: Improving Organisational Practice	3	<p>I learned how Organisational Practice is the examination of how the structures and culture of an organisation shapes the actions and behaviours of its workforce.</p> <p>From the course I explored different organisational structures, how to adapt to change, how to recognise what is driving change and how to adapt to it positively.</p> <p>I was introduced different organisational models, tools, and frameworks to develop and improve my skills in this area</p> <p>Each week was able to engage with exercises that allowed me to use my own experience of organisational practice.</p>	<p>This course has helped me to develop a strong understanding of the different types of organisational structures and how these structures evolve over time. .</p> <p>I have also explored issues relating to conflict and resolution and how to keep a team motivated during such times of conflict.</p> <p>I further developed skills as to how to improve my own approach to learning and how that positively affects team culture. I was also able to develop a range of personal study skills and techniques and these resulted in improvement in my own critical thinking skills.</p>
07/02/23 Annual Membership	Membership of Adult Dysphagia	1	I joined the Adult Dysphagia SIG in order to be part of a professional network and have a forum to raise issues and respond to the	The information that I have gained from this group has been very useful in my own daily practice with adults with dysphagia.

	Special Interest Group (SIG)		issues of others. I have found the questions, issues raised by members and subsequent responses to be very informative and useful in my own practice.	It is also very helpful knowing that I have the SIG as a resource to raise any complex issues in my own practice should they arise.
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Implement			Evaluate & Reflect	
Date and time spent. When did you undertake this learning activity?	Type of Learning Activity What was the name of the activity?	CPD credits Approx. 1 CPD credit for every hour of new or enhanced learning achieved	Learning Outcome What have you learnt through completing this activity? How have your skills and knowledge improved or developed?	Impact on practice How have you integrated this learning into your practice? How has this learning made a difference to your capability and performance in your role?
Various dates from May to September on hospital calendar  10 Hours in total	Hospital Awareness Days – Dysphagia, Aphasia, Nutrition and Hydration	2	<p>I was involved as part of the SLT department to ensure that the international Dysphagia and Aphasia days were marked in the hospital. I developed handout materials for hospital staff and hospital visitors explaining dysphagia and aphasia</p> <p>I was involved as part of the wider MDT in the Nutrition &amp; Hydration Awareness day. I developed handouts in relation to the risk of dehydration with people on thickened fluids</p>	<p>I developed the skills in the areas of organising an awareness day I liaised the sponsors to organise stop prizes for winners of the quiz. I linked in with senior management to ensure that our awareness days were linked onto the hospital social media</p> <p>In addition to the skills that I developed organising the SLT awareness days, I gained experience in the organisation of a MDT awareness day ensuring that all necessary disciplines were involved and their specific issues were highlighted</p>
09/02/23 to 26/01/23	Professional Reading on Health Literacy for the	2	In conjunction of developing Patient Leaflets (Dysphagia, Aphasia, Dysarthria, Voice, Videofluoroscopy, Oral Hygiene) I had to	This has developed not only my written communication skills but also my verbal communication with patients, families and caregivers.



7 Hours in total	development of Patient Information Leaflets		engage in research in the importance of Health Literacy. This was to ensure that the information provided to patients was succinct and understandable to patients and families/caregivers	From feedback, I acknowledge the importance for providing written information in additional to meetings.
26/04/23 – 29/04/23  8 in total	Participation and Hospital Quality Day	2	I developed two posters for the Hospital Quality Day 2023 SLT Videofluoroscopy Clinic: I extracted and analysed the videofluoroscopy data that we collect in the department and highlighted the rationale and benefits of videofluoroscopy service for patients.  SLT Dept. Patient Information Leaflets: I provided context on the poster relating to how and why the leaflets were developed, the importance of health literacy for patients and the patient leaflets developed by the department.	This activity improved my knowledge in creating posters and my skills for the necessary IT skills. It also developed my skills in ensuring that the information on the posters was succinct and understandable for all readers.
22/05/23 – 23/05/23 for materials 2 Hours	Development of Education for ED colleagues	2	Following an in-house stroke audit, it was noted that many FAST positive patients admitted to ED out of SLT hours were not kept NPO until a swallow screen was done. Training was required to highlight to staff in ED the stroke care pathway in relation to	I developed my skills in providing short succinct training to nursing and HCA staff in ED. I have developed a greater understanding of the challenges of carrying out training in a short amount of time (10 minutes) in a busy, noisy department and the importance of preparation



<p>28/04/23 to 26/05/23 for training</p>			<p>swallow screening and keeping a patient NPO until the swallow screen was completed. Due to the nature of ED and how busy it is, I was only provided with a weekly 10 minute slot to provide education to staff in ED. I developed a short education session for staff and single page handout highlighting the key points. I also developed small posters which were displayed around ED highlighting the stroke pathway in relation to swallow screening</p>	<p>and being able to provide this type of training on a regular basis.</p>
<p>4/10/23 1.5 hours in total</p>	<p>HIQA Learning Hub: Advocacy</p> <p>HIQA Learning Hub: Communicating in Plain English with Adults</p> <p>HIQA Learning Hub:</p>	<p>1</p>	<p>This highlighted the important of ensuring advocacy for all patients and encouraged a reflection on how the SLT can play a lead part in ensuring this.</p> <p>I learned the importance of ensuring that my communication style with patients is clear. This video provided strategies and ideas to achieve this. It emphasised the need for clear English and the importance of health literacy and this was an importance consideration in the development of the SLT Patient leaflets</p> <p>I reviewed the video and downloaded and reviewed the HIQA National Standards for Adult Safeguarding 2019. The information has</p>	<p>The HIQA learning hub provides a range of short video presentations and additional written information supporting these videos.</p> <p>For reference, I set up an electronic HIQA folder for the department containing the HIQA Information and Guidelines</p> <p>I found these to be very useful to explain the concepts in plain English and have directed patients and families/caregivers to this website as the videos and information are short and very easy to understand</p> <p>I think it is important to use and share information not only from HSE sites but also from</p>



	Safeguarding Adults		reminded me of the broad scope of issues contained in Safeguarding Adults. I have shared these resources with the SLT Dept. and also with MDT colleagues	HIQA as this ensure a more holistic approach. Some of these HIQA videos and information also feed into the concepts of the Assisted Decision Making (Capacity) Act 2015 and the corresponding HSEland ADMCA course
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Implement			Evaluate & Reflect	
Date and time spent. When did you undertake this learning activity?	Type of Learning Activity What was the name of the activity?	CPD credits Approx. 1 CPD credit for every hour of new or enhanced learning achieved	Learning Outcome What have you learnt through completing this activity? How have your skills and knowledge improved or developed?	Impact on practice How have you integrated this learning into your practice? How has this learning made a difference to your capability and performance in your role?
27/12/22 to 22/01/23  Approx 7 hours in total	Reading: <i>Thinking in Bets – Making smarter decision when you don't have all the facts</i> by Annie Duke	3	<p>This book provides insight into how we go about decision-making in daily life. It shares useful tools that can be used to embrace uncertainty and thereby make better decisions.</p> <p>The author highlights that even the best decision may not always yield the best outcome every time and that there are always additional elements that we cannot control.</p> <p>She reminds us that there is often information that is hidden from our view when we make decisions. Her premise is that the key to long-term success is to think in bets. She encourages the reader to ask some of the following questions:</p> <ul style="list-style-type: none"> <li>• How sure am I?</li> </ul>	<p>I found this book to be very interested in further developing my decision-making skills. One of the most interesting changes is that I try to reflect on assigning a percentage to my remarks of “fairly sure”, “very confident” etc.</p> <p>Initially having read this book, I was completely unsure as to what I actually meant when used these terms. For example when I would say that I am “fairly sure” did that mean I was 50% sure or 60% sure and the same when I stated that I was “very confident” about something.</p> <p>I find that using her strategy makes my communication during and after making decision to be clearer not only to myself but to those that I am communicating to</p>



			<ul style="list-style-type: none"> <li>• What possible ways could things could turn out?</li> <li>• What decision has the highest odds of success?</li> <li>• Did I land in the unlucky 10% or the strategy that works 90% of the time?</li> <li>• Is my success attributable to great decision making or just luck?</li> </ul> <p>The author teaches that by shifting our thinking from a need for certainty to a goal of accurately assessing what we know and don't know, we will be less vulnerable to reactive emotions, knee-jerk biases, and destructive habits in our decision making.</p>	
05/02/23 to 08/03/23  Approx 10 hours in total	Reading: <i>How to Decide – Simple Tools for making better choices</i> by Annie Duke	3	<p>This book is a follow on from “Thinking in Bets” and explores what we can do when you're faced with have to make an important decision.</p> <p>It examines the use of making a pros and cons list, how we can spend excessive amounts of time obsessing about decisions that didn't previously work out for us and thereby get caught in analysis paralysis. It examines how we may continually seek other people's opinions to find just that little bit of extra information that might make us a little more</p>	<p>This book was very useful in that it further added to my knowledge and skills in relation to decision making but it also was structured more like a workbook and provided many exercises and opportunities for reflective practice throughout the book.</p>



			<p>'sure', or indeed just make an important decision by going with our gut feeling.</p> <p>The book examines strategies to help us to make quality decisions so that we can think clearly, feel more confident, second-guess ourselves less, and ultimately be more decisive and be more productive.</p> <p>The book lays out a series of tools that can be used to make better decisions. It explores how to:</p> <ul style="list-style-type: none"><li>• Identify and dismantle hidden biases.</li><li>• Extract the highest quality feedback from those whose advice we seek.</li><li>• Identify more accurately the influence of luck in the outcome of our decisions.</li><li>• Make decisions that more effectively help us to realize our goals.</li></ul> <p>The book contains interactive exercises and engaging thought experiments, which assist in analysing key decisions that we have made in the past and troubleshoot those being made in the future.</p>	
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**Total number of CPD Credits: 55 hours\*** \_\_\_\_\_

\* This profession specific exemplar contains more than the required 30 credits and is for information purposes only



Review	Plan
What do I want or need to learn in the next 12 months?	What learning activities will I do to achieve this in the next 12 months?
Further develop my knowledge in relation to Patient Confidentiality	I will take the course “Medical Ethics – Patient Confidentiality”. This is an online course provided by University of Edinburgh – Dept. of Law CPD
I would like to further develop my understanding and knowledge in the area of Systems Thinking	I have sourced the course “Strategic Leadership: Impact, Change, and Decision-Making Specialisation”. This is an online course facilitated by Dartmouth College via Coursera
I would like to implement my previous learning from Six Sigma	I will identify and engage in additional SLT Dept. projects with the aim of reducing waste and improving service



I, the undersigned, certify that the information contained in this Record of CPD Activities is correct in all respects.

08/11/2023

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**Signature**

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**Date**

SL123456

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**CORU Registration Number**

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**Total Number of CPD Credits**

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