

CPD activities from the past 2-3 years

Values

Inclusivity	The framework is for all staff who teach, regardless of their employment contract, the stage they are at in their career, or their professional identity. It is just as relevant to learning support staff and management as to lecturers at different stages in their careers.
Authenticity	The Framework recognises that professional development must allow for genuine and personally relevant engagement; opportunities for professional development must be real, useful and valuable to individuals in their practice.
Collaboration	Although focused on individual staff, the approach supported by the Framework emphasises the social learning that is key in a workplace context. Being continuously productive in busy academic roles can be overwhelming, so having the support of colleagues through engagement with the Framework can be important in encouraging peer dialogue, mentoring and sharing of learning
Scholarship	The Framework encourages staff to be informed on, knowledgeable about, and have the capacity to contribute to the evidence-base of their teaching. Helping staff to identify best practice in their disciplines goes hand in hand with adopting innovative evidence-based approaches to teaching and learning.
Learner-centredness	If those who teach in higher education are always encouraged to be student-centred in all that they do, then it naturally follows that the professional development opportunities provided for them must position the learner at the core.

Domains

Domain 1	The Self	At the core of the domains is the centrality of 'the Self', recognising that the professional and personal values that the individual brings to their teaching are pivotal in their development as a teacher.
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Domain 2	Professional Identity, Values and Development in Teaching and Learning	focuses on the consideration of professional and/or disciplinary identity in given contexts. The domain supports critical reflection, recognising that an individual's professional identity can change at different stages of their career.
Domain 3	Professional Communication and Dialogue	emphasises the importance of excellent, clear and coherent communication skills within the changing learning environment.
Domain 4	Professional Knowledge and Skills	ensures the individual remains current in terms of their professional/disciplinary knowledge and can implement teaching, learning and assessment approaches which promote active learning and are underpinned by a strong evidence base
Domain 5	Personal and Professional Digital Capacity	recognises explicitly that we live and work in a digital world, and that teachers must develop digital skills that allow them to harness the potential of technology for learning impact.

Accredited (formal)

Accredited programmes of study (ECTS or similar credits)

Date	CPD Accredited - Formal	Institution	Values	Domain
2025-2026	PG Learning, Teaching and Assessment in Higher Education	UL	Authenticity; Scholarship; Learner-centredness	1, 2, 3, 4, 5
2022-2023	MA in eLearning Design and Development	MTU	Authenticity; Scholarship; Learner-centredness	1, 2, 3, 4, 5
2021-2022	Graduate Diploma in Adult & Further Education	MIC	Authenticity; Scholarship; Learner-centredness	1, 2, 3, 4, 5
Apr - 2025	Adobe Certified Professional in Digital Video using Adobe Premiere Pro	Adobe	Authenticity; Scholarship	1, 2, 5
Jun 2025	Adobe Certified Professional in Print & Digital Media Publications using Adobe InDesign	Adobe	Authenticity; Scholarship	1, 2, 5

Mar 2026	Adobe Certified Professional in Graphic Design & Illustration using Adobe Illustrator	Adobe	Authenticity; Scholarship	1, 2, 5
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Structured Non-accredited (non-formal)

Organised activities (by an institution, network or disciplinary membership body). They are typically facilitated and have identified learning objectives

Date	CPD Structured Non-accredited (non-formal)	Organisation	Values	Domain
30-08-2024	Effective Communication	BrightHR	Collaboration; Learner-centredness	1, 3, 4
29-08-2024	Equality, Diversity & Inclusion Awareness	BrightHR	Inclusivity, Authenticity; Scholarship; Learner-centredness	1, 2, 4
30-08-2024	Mental Health Awareness	BrightHR	Inclusivity; Authenticity; Scholarship; Learner-centredness	1, 2, 4
30-08-2024	Time Management	BrightHR	Authenticity	1
08-10-2024	Strategies for goal-oriented motivation	Alison	Authenticity; Learner-centredness	1, 2
2024 2025	Annual data protection training	Cenit College	Authenticity	4
21-10-2024	Dyslexia course for further and higher educators	Dyslexia Ireland	Inclusivity; Scholarship; Learner-centredness	1, 2, 4
12-11-2026	Communities of best practice development	Cenit College	Collaboration; Scholarship	1, 3
019-12-2024	Academic Innovators	Microsoft Ireland	Authenticity; Learner-centredness	1, 5
06-02-2025	How AI is helping us to evolve our Networks	Vodafone	Scholarship; Learner-centredness	1, 2, 3, 4, 5
18-02-2025	Facilitating Moodle forums	Moodle Academy	Learner-centredness	1, 5
16-04-2025	Blended learning training	Cenit College	Authenticity; Scholarship; Learner-centredness	1, 4, 5

01-01-2025	AI fundamentals Dream Space Academic Innovator	Microsoft	Authenticity; Scholarship; Learner-centredness	1, 2, 3, 4, 5
29-04-2025	Webinar on using Moodle	Moodle Academy	Authenticity	1, 5
12-05-2025	ADHD Decision Making courses	ADHD Ireland	Inclusivity; Authenticity; Scholarship; Learner-centredness	1, 2
15-05-2025	Preparing Students for the Future with essentials creative Skills	Adobe Education Exchange	Authenticity; Authenticity; Learner-centredness	1, 2, 4
01-02-2025	First Aid Response	Irish Red Cross	Inclusivity; Authenticity	1, 2
Jul 2025	Psychological First Aid	Irish Red Cross	Inclusivity; Authenticity; Scholarship; Learner-centredness	1, 2
01-07-2023	Designing course layout for learner success	AHEAD	Authenticity; Learner-centredness	1, 4
21-05-2024	AI for teaching, learning and assessment	LCETB	Authenticity; Scholarship; Learner-centredness	1, 4
20-05-2024	Digital Presentation and storytelling workshop	LCETB	Authenticity; Learner-centredness	1, 4, 5
20-05-2024	Classroom setup	LCETB	Authenticity; Learner-centredness	1, 4
07-07-2025	Teaching and learning strategy	Cenit College	Authenticity; Scholarship; Learner-centredness	1, 4
14-07-2025	Lesson Planning and structure	Cenit College	Authenticity; Scholarship; Learner-centredness	1, 4
28-07-2025	Use of technology and tools	Cenit College	Authenticity; Scholarship; Learner-centredness	1, 4, 5
11-08-2025	Communication and Engagement	Cenit College	Authenticity; Scholarship; Learner-centredness	1, 5, 4
25-08-2025	Content Delivery	Cenit College	Authenticity; Scholarship; Learner-centredness	1, 4
08-09-2025	Assessment and feedback	Cenit College	Authenticity; Scholarship; Learner-centredness	1, 3, 4
20-10-2025	Learner support and accessibility		Inclusivity; Authenticity; Scholarship; Learner-centredness	1, 2, 4

Jun 2025	Digital Publishing Professional Learning Kit – Presenter-led	Adobe Education Exchange	Authenticity; Learner-centredness	1, 3, 4
Jun 2025	Digital Publishing with your Students	Adobe Education exchange	Authenticity; Learner-centredness	1, 4
2025	Make Impactful Social Videos with your students	Adobe Education Exchange	Learner-centredness	1, 5
2026	Adobe Express in the Classroom	Adobe Education Exchange	Authenticity; Learner-centredness	1, 4
2026	Generative AI in the Classroom with Adobe Express	Adobe Education Exchange	Authenticity	1, 4, 5
2026	Virtual Live learning	Adobe Education Exchange	Authenticity; Learner-centredness	1, 4, 5
Jul 2024	Digital Tools and techniques for student engagement	Europass – Budapest	Authenticity; Learner-centredness	1, 4, 5
2024	Universal Design in Teaching and Learning – Facilitator	National Forum T&L	Inclusivity; Authenticity; Scholarship; Learner-centredness	1, 2, 4
2024	Universal Design in Teaching and Learning	National Forum T&L	Inclusivity; Authenticity; Scholarship; Learner-centredness	1, 2, 4
2023	Designing Course Layouts for Learner Success	AHEAD	Authenticity; Learner-centredness	1, 2, 4
2023	Universal Design for Learning	AHEAD	Inclusivity; Authenticity; Learner-centredness	1, 2, 4

Unstructured Non-accredited (non-formal)

These activities are independently led by the individual. Engagement is driven by the individual's needs/interests. Individuals source the material themselves

Structured Non-accredited (non-formal)	Activities
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Reading articles	Multiple sources
Following social media	Multiple sources
Self-study	Multiple sources
watching video tutorials	Adobe Education Exchange; YouTube; LinkedIn; Coursera; Alison
Keeping a Reflective Journal	I keep a reflective journal for my teaching practice, and for my PG Cert

Collaborative Non-accredited (informal)

Learning from these activities comes from their collaborative nature

Collaborative Non-accredited (informal)	Activity	Values	Domain
Conversation with colleagues	General conversation at break time, 'Anchor Day'	Collaboration	1, 2, 3
Peer networking	Adobe Education Exchange	Collaboration	1, 2
Peer observations		Collaboration	1, 2
Online blogs/discussion forums	Adobe Education Exchange; LinkedIn groups – 'Video Editors', 'MTU eLearning group', 'Learning & Development Professionals', 'Further Education Community', 'Learning, Education, and Training Professionals group', 'Teacher training and Education', 'Teacher Resources for better teaching', 'Instructional Designers', 'New Teacher', 'eLearning Global Network'	Collaboration	1, 2, 3, 5
Communities of Practice	'Cenit College Communities of Practice'; 'Adobe Education Exchange'; 'monthly Anchor Day'	Collaboration	1, 2, 3