

**Title:** **ATLAS: A Model for Mapping to a Professional Development Framework in Ireland.**

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### **Session Learning Outcomes**

By the end of this session, delegates will be able to:

- Examine the relationship between professional development frameworks and accredited professional development in teaching and learning;
- Explore the challenges and opportunities of multi-institutional collaboration;
- Appraise a collaboratively developed mapping process in the development of a process for interpreting, mapping and aligning to a professional development framework;
- Consider the usefulness of RUFDATA tool for ongoing project evaluation;
- Consider potential wider applications for the ATLAS mapping tool.

### **Session Outline**

The professionalisation of academic staff is critically important for the transformation of Higher Education (HE) and the development of new modes of learning, teaching and assessment (DES, 2011; EUA, 2015). In the Republic of Ireland, the provision of Accredited Professional Development (APD) has been widespread in HE for some considerable time. However, it was only in 2016 that a [National Professional Development Framework](#) (PDF) was launched. This framework provides guidance for those involved in the provision of professional development across the HE sector and aims to encourage staff 'to engage in peer dialogue and support in their professional development activities' (National Forum for the Enhancement of Teaching and Learning, 2016, p.1).

The purpose of this workshop is to explore the relationship between APD and a professional development framework using the [ATLAS \(Aligning Teaching and Learning across the Technological Sector\)](#) project as a case study. ATLAS is a multi-institutional project funded by the National Forum for the Enhancement of Teaching and Learning. Using a reflective and evidence-based approach, ATLAS sought to interpret the PDF within the context of existing accredited provision across the Institute of Technology

sector. This was undertaken with a view to examining and addressing specific professional development needs.

All APD modules and programmes in teaching and learning within the partner institutes were mapped. This involved 7 institutions, 6 major awards and 49 modules/special purpose awards. The process included consultations with programme staff and graduates. Using an iterative approach, the partners mapped and interpreted existing provision using the PDF. A bespoke mapping tool and consultation pack was developed to support educational developers in using the framework to review and develop programmes.

This workshop will outline and examine this process in the context of the nexus between APD and continuing professional development.

### Session Activities and Approximate Timings

Approx Timings	Activity Timings	Session Activities
15	5 mins intro 5 mins discussion 5 mins feedback	<b>Pre-flections and Discussion</b> <ul style="list-style-type: none"> <li>• Which comes first - the Professional Development Framework or the Accredited Professional Development?</li> <li>• To what extent should APD programmes be aligned to Professional Development Frameworks?</li> </ul>
20	15 mins presentation 5 mins intro to consultation pack	<b>Presentation</b> <ul style="list-style-type: none"> <li>• Outline of background and context of ATLAS, including digital screencast and sharing of the ATLAS participant consultation pack.</li> </ul>
30	10 mins individual will be required to map own CPD using ATLAS consultation pack. 20 mins small group discussion/feedback on use of pack including reference to the UKPSF	<b>Group Activity</b> <ul style="list-style-type: none"> <li>• Review and engage with the ATLAS participant consultation pack.</li> </ul>
10	5 mins presentation 5 mins Q&A	<b>Establishing a Multi-institutional collaboration</b> <ul style="list-style-type: none"> <li>• Process and Reflections.</li> </ul>
10	5 mins presentation 5 mins Q&A	<b>Presentation</b> <ul style="list-style-type: none"> <li>• Outline of the evaluation approach adopted by ATLAS.</li> </ul>
10	Q&A and discussion	<b>Final Discussion</b> <ul style="list-style-type: none"> <li>• Wrap up and future plans.</li> </ul>

## References

Maguire, M., Harding, N., Noonan, G. & O'Connor, T. eds. (2017) *Teachers as learners: exploring the impact of accredited professional development in learning and teaching in Irish Higher Education*. Dublin: Aishe. [Online]

Available at: <http://www.aishe.org/wp-content/uploads/2017/06/Teachers-as-Learners.pdf> [Accessed 20 March 2018].

NFETL, (2016) *National Professional Development Framework for all staff who teach in Higher Education*. [Online]

Available at: <http://www.teachingandlearning.ie/wp-content/uploads/2016/09/PD-Framework-FINAL.pdf> [Accessed 20 March 2018].

Saunders, M., (2000) Beginning an evaluation with RUFDATA: theorising a practical approach to evaluation planning. *Evaluation*,6(1), pp. 7-21.