

Record of Continuing Professional Development (CPD)

UMHAN members are required to keep a log of their CPD for auditing purposes.

CPD requirements can be found in the [CPD Guide](#) on our website.

This version is currently compiled with the CPD record of a fictitious UMHAN member to illustrate how to complete it.

Name:	Charlie Hotton-Webster
UMHAN membership number:	2301028A
Date form completed:	12/08/2025

Date	Duration (hours)	Activity	Aims	Learning Outcomes and Reflections
<i>Example:</i> 13/01/2025	3 Hours	Training day on the topic of LGBTQIA+ mental health	Understand the challenges LGBTQIA+ students face and how these intersect with mental health, in order to provide better support for these students.	An increased awareness of LGBTQIA+ issues Practical understanding of how to help LGBTQIA+ students Knowledge of specialist support services An understanding of other universities' approaches.



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17/01/2025	1	University Mentors' Team Meeting	Updates about service	Talking about admin time and allocations. Updates about the service and wider university.
18/01/2025	1	UMHAN Mentors' Meeting	Updates from UMHAN	Updates on UMHAN and sector. Member survey report. HEI Duty of Care update.
24/01/2025	3	Making the World a Better Place for Autistic People seminar – Pete Wharmby (author of Untypical)	Talking about social model of disability and adjustments for autistic people	Talking about common challenges for autistic individuals Social model of disability Asking for adjustments.



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Jan 2025	5.5	NADP Accredited CPD - Working Effectively with Autistic Students. Accreditation for ASC Mentor role.	Understand the challenges facing autistic students in a HE environment Working 1:1 with autistic students	Understanding common challenges in the HE environment for AS students Talking about adjustments as a disability practitioner Working 1:1 with AS students.
22/02/2025	1	UMHAN Lunch and Learn – Self-Harm	Caroline Clements – looking at suicide and self-harm in university students	Definition of self-harm and how it is recorded in the NHS Looking at incidences within the HE population – data from the Multicentre Study of Self-harm in England Self-harm in students.
14/03/2025	1	UMHAN Webinar – When does anxiety become a problem?	Anxiety as a "normal" response to everyday life When anxiety can be self-managed and how When students should seek support from student services	The criteria to differentiate between general worry and an anxiety disorder The impact of this on study Managing anxiety symptoms through wellbeing.



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19/3/2025	1	UMHAN Mentors' Meeting	Preparing students for assessment	Updates on Neurodiversity Week Update on high court ruling duty of care – NADP reaction. Discussion around competency standards and reasonable adjustments.
27/3/2025	1	ADSHE Webinar: Autism in the Workplace and Autistic Individuals Seeking Employment	Looking at the barriers faced by autistic employees in the workplace, including opportunities, retention, discrimination and awareness.	Lack of Understanding: Recruitment agencies and employers may hold outdated assumptions about autism, viewing it solely through a deficit-based lens rather than recognizing the diverse strengths and talents that autistic individuals bring to the workplace. Barriers to Disclosure: Fear of stigma and discrimination may prevent autistic individuals from disclosing their diagnosis to employers or recruitment agencies, depriving them of access to necessary accommodations and support. Retention Challenges: Without appropriate support and understanding from employers,



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				autistic individuals may struggle with job retention, leading to higher turnover rates and decreased job satisfaction.
18/04/2025	1	UoL Mentor Team Meeting	Service updates	Update on Connect software.
30/04/2025	9	National Autistic Society NMH Modules including: Understanding Autism, Autism and Communication, Autism and Sensory Issues, Autism and Anxiety and Stress, Autism and Supporting Families, Women and Girls on the Autistic Spectrum	Accreditation for AS Specialist Mentor role	Basic modules to understand autistic people, the diagnostic criteria of the condition, the barriers faced and challenges for family members as well as looking at the differences with women/girls on the spectrum.



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07/05/2025	0.5 hours	Supporting Students with ADHD – university disability team training	What is ADHD? Impact on learning and teaching How can you support students with ADHD	Looking at common symptoms of ADHD Barriers in HE Ways of working with ADHD students to overcome these barriers.
31/05/2025	5	Book: Hendrickx, Sarah. (2015). Women and Girls on the Autism Spectrum: Understanding Life Experiences from Early Childhood to Old Age. Second Edition.	To understand more about the female presentation of autism.	Thinking about the differences between men and women with AS diagnostic criteria and how this leads to a challenging diagnostic process Thinking about the impact of female biology on AS individuals (e.g. menstruation, childbirth etc.) Differences in social expectations and norms for women vs. men.



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Registered Charity Number: 1155038

Grosvenor House, 3 Chapel Street, Congleton, Cheshire, CW12 4AB



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admin@umhan.com

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