



CMALT Guidelines for Candidates

This guide is for candidates for Certified Membership of the Association for Learning Technology (CMALT), it contains all the information you need to prepare your portfolio for submission. To submit your portfolio for assessment you be [registered as a CMALT candidate](#). To gain CMALT accreditation, through your portfolio you need to:

- Demonstrate and reflect on your knowledge and experience in four core areas and subsections, plus at least one specialist option.
- Demonstrate your commitment to the core principles and values which underlie CMALT.

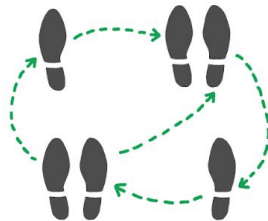
CMALT Principles and Values

The development of this scheme is informed by four principles and values, identified through consultation with ALT's members. Central to the scheme is the definition of learning technology agreed within ALT.

“Learning technology is the broad range of communication, information and related technologies that can be used to support learning, teaching, and assessment.”

CMALT CORE PRINCIPLES

A COMMITMENT TO
**Communicate &
Disseminate**
BEST PRACTICE



AN EMPATHY & WILLINGNESS TO
Learn from Colleagues



FROM DIFFERENT BACKGROUNDS & SPECIALISMS

A COMMITMENT TO
Explore & Understand

THE INTERPLAY BETWEEN:

T **O** **L** **O**
L **E** **A** **R** **N** **I** **N** **G**
C **H** **Y**

A COMMITMENT TO
**Keep Up
To Date**
WITH NEW
TECHNOLOGIES



The principles and values that inform the development of the scheme are:

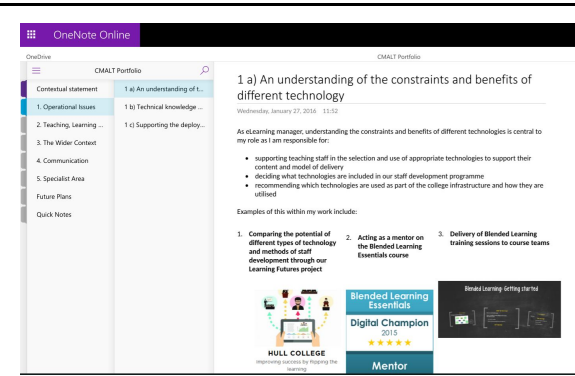
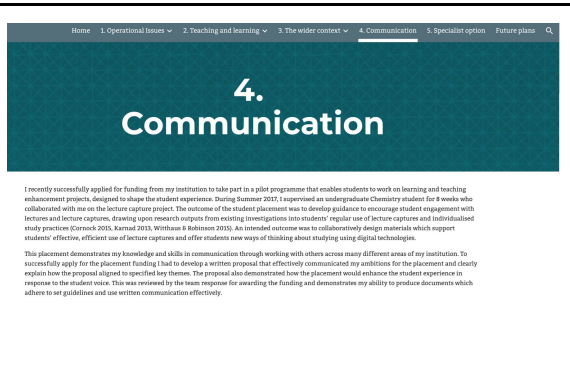
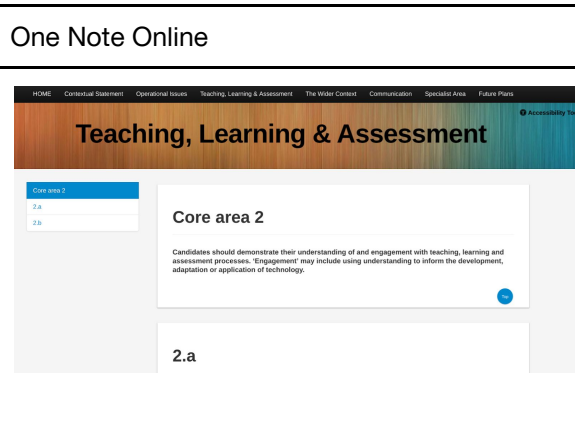
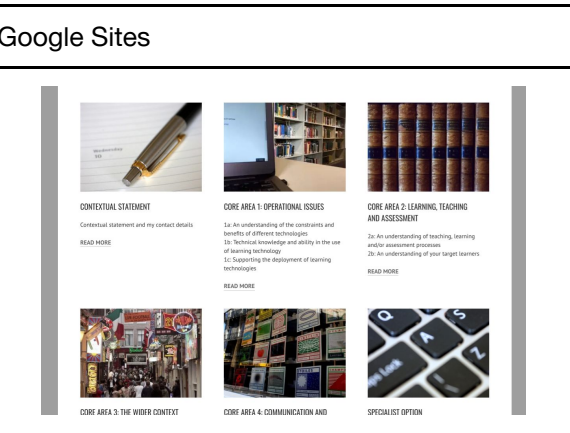
- A commitment to exploring and understanding the interplay between technology and learning.
- A commitment to keep up to date with new technologies.
- An empathy with and willingness to learn from colleagues from different backgrounds and specialist options.
- A commitment to communicate and disseminate effective practice.

These should be kept in mind when completing all areas of your portfolio and selecting evidence, both for the core areas and when defining a specialist option: they will also be used by assessors to inform their judgement of your portfolio.

Choosing a format for your portfolio

You can submit your portfolio in any digital form you choose, as long as it can be shared with assessors. Your portfolio can include images and multimedia when constructing your portfolio you should consider accessibility requirements. It is your responsibility to make sure that you have covered ALL the required sections and subsections which as listed in this document. The [CMALT Submission Template](#) (word doc) gives you the required structure. You will need ongoing access to your CMALT portfolio for the 3 year review process, so if you chose to use an institutional space please consider how you will maintain a personal copy.

Below are images of portfolios (taken from the [CMALT Sharing Initiative](#)) to illustrate different formats candidates have selected. You can look at the [CMALT Sharing Initiative](#) for ideas.

	
<p>One Note Online</p> 	<p>Google Sites</p> 
<p>Xerte Online Toolkit</p>	<p>Wordpress</p>

The portfolio writing style

The style of writing expected is one of a **reflective and analytical** nature and **not** solely descriptive.

Your portfolio is personal and should be written in the first person. Makes it clear to the assessor what you have done, especially when describing your work within a team. For each section you must provide:

1. A **Description** of what you have done;
2. **Reflection** on what you learnt as a result of doing it;
3. **Evidence** to support this.

Description

Identify your skills and experience against each section of the portfolio framework and describe key examples from your work. Clearly describe the context of the work that you do (e.g. do you work in F.E or H.E. or elsewhere) provide enough information so that your assessors can understand what your work involves. You must make clear your own role in the activity (particularly if you work as part of a team) - if this is hard to identify, consider what wouldn't have happened if you did not do it? Different sections of the portfolio may lend themselves to different approaches so each section or subsection does not need the same format. Consider the narrative as you write, what is the important information do you want to tell the assessors about in this example?

Reflection

It is essential to reflect on the example(s) described and evidence. By reflection, we mean that we want to see your thought process: what you have learned from it, what you might do differently next time (if appropriate), and what impact your work had on learners (this could be staff or students) and/or on the organisation. Your reflections give the assessors an insight into your thought process and how you have developed as a practitioner over time. The most common reason that portfolios are returned for further work is a lack of reflection in the portfolio.

Start by asking yourself these reflective questions:

- What have I learnt from doing what I describe above?
- What went well/what could have gone better?
- What would I do differently another time?
- What was the impact on my users/students/learning?

Evidence

The evidence you provide in your portfolio should prove that you have done what you described and that you can demonstrate your assertions with appropriate evidence. The majority of evidence should be recent, ideally within the last three years, although it is recognised that in some cases older evidence will be appropriate.

Appropriate evidence can include certificates of recognised qualifications, publications, piece of your work as a learning technologist. Evidence should be brief and well chosen – a page and a half of evidence or up to 500 words in support of each area. Please make sure it is clear why you have included each piece of evidence and what it shows your assessors. You can cross reference the same evidence from different parts of your portfolio if appropriate.

Note that where you publish your portfolio by making it publicly available it is your responsibility to ensure that you comply with data protection requirements and do not present personal information about other people (such as their email addresses) without their permission. Assessors will treat information that they see as confidential.

Portfolio required contents - overview

Each portfolio must include the following sections and subsections:

Contextual statement	
Core area 1: Operational Issues	1a: An understanding of the constraints and benefits of different technology
	1b: Technical knowledge and ability in the use of learning technology
	1c: Supporting the deployment of learning technologies
Core area 2: Learning, teaching and assessment	2a: An understanding of teaching, learning and/or assessment processes
	2b: An understanding of your target learners
Core area 3: the Wider Context¹	3a: Understanding and engaging with legislation
	3b: Second legislative area or policy or standard
Core area 4: Communication and working with others	
Specialist option(s)	
Future plans	
Confirmation (and suggested assessor – optional)	

An approximate word count for each subsection is 500 words. Please consider that your assessors will need time to read your entire portfolio and be concise and clear.

Portfolio required contents - in detail

The contextual statement

Your portfolio should begin with a contextual statement – the kind of thing you might write in a cover letter for a job application. It should provide a concise biography, outlining your career history and current role(s), highlighting briefly the operational context in which you work or have worked, and reflecting on why you are submitting your portfolio for CMALT and how this relates to your future career aspirations. This section is not assessed, but will be very helpful for the assessors as they approach the rest of your portfolio.

¹ Candidates must cover at least one legislative area (a) and either a second legislative area or a policy area (b)

Core area 1: Operational issues

Candidates should demonstrate both their understanding and use of learning technology. "Use" might include the use of technology to enhance learning and teaching, the development, adoption or deployment of technology to support teaching, training or learning.

This should include evidence of:

a) An understanding of the constraints and benefits of different technologies

You should show how you have used (or supported others to use) technology appropriately, given the constraints and benefits it provides within your context. This might include how you selected particular technologies to meet the specific needs of users (students or staff).

Evidence in support of such statements might include a brief commentary on the choices behind the development and use of learning technology that influence its fitness for purpose. (This might discuss issues such as affordances of the technology, viability, sustainability, scalability, interoperability and value for money.) Suitable evidence may include a design outline, proposal, conference presentation or similar. Alternatively, you might want to take this opportunity to find out more about a technology you have deployed and produce a report on its viability.

b) Technical knowledge and ability in the use of learning technology

You should show that you have used a range of learning technologies. These might include web pages, Virtual Learning Environments, Computer-Aided Assessment, blogs, wikis, mobile technology, e-books, programming languages and so on. It is important to make it clear how the technology you discuss is being used for learning and/or teaching.

Evidence might include copies of certificates (originals not needed) from relevant training courses, screenshots of your work, a note from academic or support staff who have worked with you or, if appropriate, confirmation that the work is your own from your line manager.

c) Supporting the deployment of learning technologies

Statements about your involvement in supporting the deployment of learning technology might relate to providing technical and/or pedagogic support to teachers or learners, advising on (or redesigning to take account of) technical and usability issues, developing strategies or policies, managing change, providing training or other forms of professional development, securing or deploying dedicated funding and so on, all within the context of the educational use of learning technology. For evidence, you might include the overview section of a strategy document, meeting minutes, summaries of student feedback, testimonials or witness statements from other colleagues.

Core area 2: Teaching, learning and/or assessment processes

Candidates should demonstrate their understanding of and engagement with teaching, learning and assessment processes. 'Engagement' may include using understanding to inform the development, adaptation or application of technology.

Note that your learners are the people with whom you work. For teaching staff this will typically be students. For many learning technologists this may be students or the staff that you support and train.

a) An understanding of teaching, learning and/or assessment processes

Statements here might relate to areas such as teaching experience, learning design, curriculum development, work-based assessment, the creation and execution of a programme of training and so on.

Evidence might include being on the register of the Higher Education Academy, a PGCE award, having completed a SEDA-approved course, extracts from your Institute for Learning (IfL) portfolio or undertaken relevant sections of the Certified E-Learning Professional courses. Commentaries from peers on your approach would also provide suitable evidence. Other possibilities include teaching

experience, reflective statements that analyse experience in terms of learning theory, pedagogical approaches, sociological theories, or a comparable, recognised perspective (include relevant citations). In relation to learning design, a report, specification or reflective statement might be provided that clearly elaborates the principles that informed the design process. In any collection of evidence there should be some consideration of how technology is changing approaches to teaching and learning and/or the roles of learners, teachers and support staff.

b) An understanding of your target learners

Statements should show how you have found out about learners' needs and the context for their studies, and how you have developed approaches that reflect this.

Evidence might include a description of how assistive technologies have been used to support disabled students, how learner feedback has influenced the design of an e-portfolio, how the needs of work-based learners or overseas students have shaped the curriculum, or records of conversations with product analysts, marketing departments or course teams and the resulting plans for your design. Evidence of changed practice, rather than simply the recognition that this is an important area, is required.

Core area 3: The Wider Context

Candidates should demonstrate their awareness of and engagement with wider issues that inform their practice. Candidates must cover at least one legislative area (a) and either a second legislative area or a policy area (b).

a) Understanding and engaging with legislation

Statements here should show how relevant legislation, has influenced your work. You are not expected to have expert knowledge of all of these areas, but are expected to be aware of how they relate to your current practice.

In the UK you would be expected to demonstrate how you work within the context of relevant legislation such as:

- Equality incl. accessibility including special educational needs
- Intellectual property (IPR)
- Freedom of Information (if you work for a public body)
- General Data Protection Regulation (GDPR)
- Child protection
- Anti-discrimination law
- Points Based Immigration System (PBIS)
- Other related examples

In your country there may be different requirements, and you should indicate this in your portfolio. It is suggested that you pick at least two areas to discuss.

b) Understanding and engaging with legislation, policies and standards

In this second section you can either explore a second area of legislation (see above) or give examples of policy issues you may address include:

- Policies and strategies (national or institutional)
- Technical standards
- Professional codes of practice

You might also be expected to engage with institutional policies and, where appropriate, national policies and evidence of some of this should be provided.

The kinds of evidence that would support this would include minutes of meetings with legal advisers, documentation showing how legal issues have influenced work (such as reports or data protection forms), justifications for modifications to a course to reflect new policies or a record of how technical

standards have been taken into account during system development.

Core area 4: Communication and working with others

Candidates should demonstrate their knowledge and skills in communication through working with others. Statements could describe the way in which your work involves collaboration, for example through participation in a team or acting as an interface to other groups. Also discuss how you disseminate your practice, for example through presentation or publications.

Relevant evidence would include reflection on collaborations with others, reports outlining your activity within a team process, how you have brokered support for a particular initiative (for example from a technical or legal support service) or how you have worked with others to solve problems.

Where your evidence involved collaboration, please acknowledge the contribution of others. You may also choose to discuss how you select appropriate forms of communication and utilise different technologies.

Specialist Option(s)

As well as the core areas, candidates are required to demonstrate evidence of independent practice in one or more specialist options. This reflects the fact that, although there are common areas of work for learning technologists, practice is extremely diverse and everyone specialises in something different.

Your specialist topic should reflect an area where you have particular expertise. This may be unique to you or common across your team, but goes beyond what would be expected of any learning technologist. Below are examples of some possible specialist options. You are free to choose from it, or to select a different area that reflects your expertise.

- producing learning materials/content/courseware;
- project management, including resource management, in learning technology;
- training, mentoring and developing others;
- evaluation;
- research;
- management/administration of a sustainable e-learning process;
- supporting and tutoring learners;
- designing tools and systems;
- institutional development/strategic work;
- knowledge and application of emerging standards for learning technology;
- assistive technologies;
- VLE administration and maintenance;
- interface design;
- distance learning/blended learning;
- managing and sourcing content;
- copyright;
- learner support;
- accessibility;
- sustainability
- inclusive learning practice
- open education resources (OER)
- MOOCs.

Defining and evidencing your specialist option

In describing your specialist option you should refer to the values listed at the top of these guidelines. Because these are specialist options you should be clear what makes your work distinct from common practice; many people teach on online courses, but designing and delivering fully online courses requires specific skills and would be considered specialist. Similarly, many teachers provide blended learning, but developing and sharing guidelines for such practice or working with a distinctive blend of contexts might distinguish your work as specialist. It may be that your specialist option is common amongst the group that you work in as you all work in a similar area; that is perfectly acceptable.

Evidence for your specialist activity is likely to be very specific but could include: reports, papers or presentations you have written; this could be backed up by a job description plus written statements supporting your specialist knowledge from colleagues, clients or managers; active membership of professional or other bodies; certificates of completion of specialist training programmes or courses.

Future plans

While this section is not assessed you must complete it. This can be as detailed as you like. The purpose of this is to help you plan for your professional development; it will also be useful when preparing to meet your continuing professional development requirement to remain in good standing by [undertaking a review of your practice](#) every 3 years.

Confirmation

You are required to include and electronically sign a declaration that the portfolio you have submitted is honest and fair. If there is reasonable cause to believe that you have given false evidence or breached procedure in some other way, your certification may be revoked.

Please include a confirmation in the following form:

I declare that, to the best of my knowledge, the statements and evidence included in this submission accurately describe my practice and are drawn from my own work, with the input and support of others duly and clearly recognised.

Signed:

Date:

How to submit your portfolio for assessment

How to submit: You should submit your portfolio using this form:

<https://www.alt.ac.uk/cmalt-submission> . You will receive a confirmation by email.

You can only access the submission form if you are currently registered as a CMALT candidate or Certified Member. If you encounter difficulties, email cmalt@alt.ac.uk

If you don't have a URL to your portfolio, for example if it is in Word or some other format, you can still send it to us as an attachment at cmalt@alt.ac.uk (max 25MB) after you have completed the form.

When submitting your portfolio it should either be a single file or a zipped collection of files (for instance to include evidence). As many email systems block large attachments this should not exceed 10Mb. Please be aware that assessors may not have access to specialist tools, and it is therefore best to avoid proprietary formats.

We aim to come to an initial decision about submitted portfolios within 3 months of receipt. The initial decision will either be a pass of the portfolio or a referral, requesting additional information to bring the portfolio up to the requisite standard. If you are asked to revise the portfolio the second assessment will be final, resulting in either a pass or fail.

Where to get help

If you have any questions during the process please contact: cmalt@alt.ac.uk. You will find additional support materials at <https://www.alt.ac.uk/certified-membership/cmalt-support> .

Document History

Date	By	Summary
21/01/2019	SG	Updated version for 2019

CMALT is a registered trademark owned by the Association for Learning Technology.



This guidance document is licensed under a [Creative Commons](#)

[Attribution-NonCommercial-NoDerivatives 4.0 International License.](#)