Professional Development in Learning Technology

Key findings from the 2022/23 Annual Survey
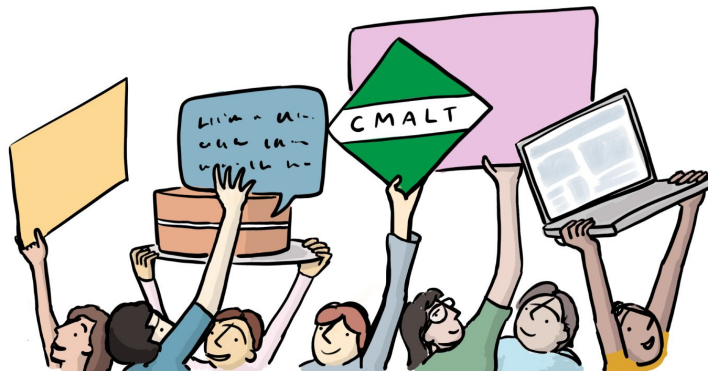
Professional Development in Learning Technology

Key Findings at a glance 2022/23

Professional recognition continues to increase

In person and online CPD remains important

Fewer professionals are seeking to change jobs

Leadership remains a key priority across sectors

Professional Development in Learning Technology
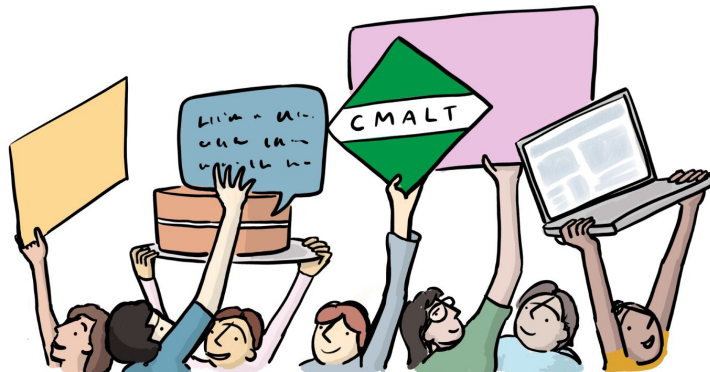
What is the primary function of Your role?
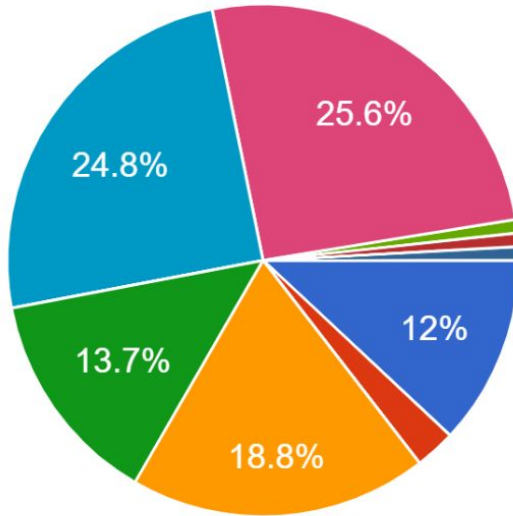
- 🔵 Teaching
- 🔴 Research
- 🟠 Management/leadership
- 🟢 Support
- 🟣 Administration
- 🔵 Staff development/training
- 🔴 Technical support/development
- 🟢 Teaching 40% / Research 40% / Servi…

▲ 1/2 ▼

Changing job titles in Learning Technology

Professional recognition in Learning Technology

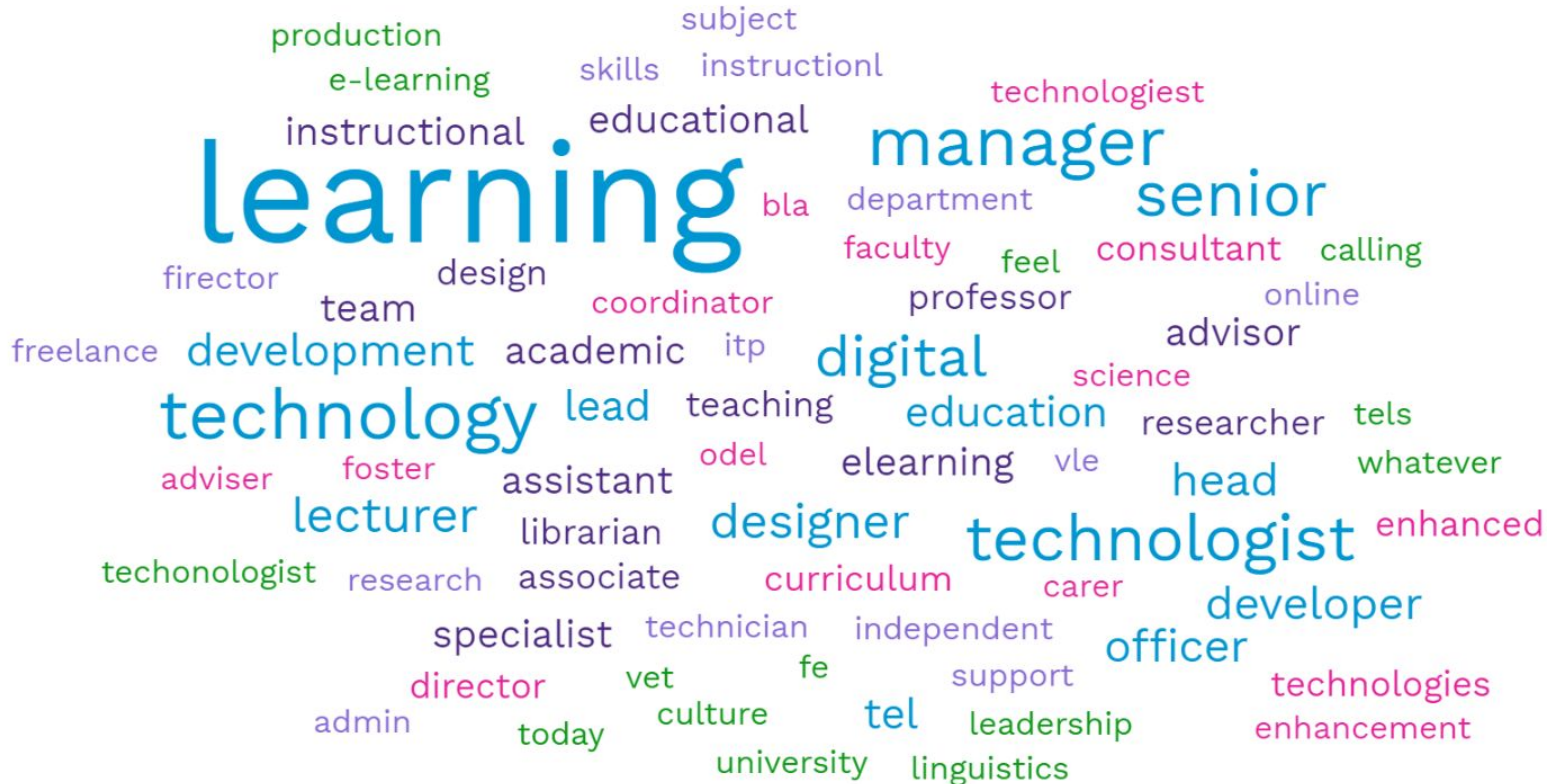| Statement	Very important	Important	Neutral	Unimportant	Not at all important	Don't know
Structural support for my role has been lacking	25%	19%	20%	15%	17%	5%
My professional recognition has increased	15%	32%	23%	13%	14%	3%
My professional development opportunities have increased	13%	20%	29%	17%	16%	5%
Structural support for my role has been adequate	10%	22%	21%	24%	20%	3%
My professional recognition has decreased	7%	7%	19%	13%	50%	4%
My professional development opportunities have decreased	6%	19%	26%	15%	31%	4%

Professional Development in Learning Technology

	Very important	Important	Neutral	Unimportant	Not at all important	Don't know
I plan to take part in CPD events online	55%	26%	9%		3%	3% / 3%
I plan to gain an external accreditation (e.g. from ALT, HeAdvance or ETF)	33%	12%	15%	15%	18%	8%
I plan to enter an award	29%	11%	11%	29%	11%	11%
I plan to take part in CPD events in person	23%	26%	21%	16%	12%	3%
I plan to apply for a new job	7%	20%	20%	11%	20%	20%
I plan to take part in an online course (paid or free)	5%	20%	20%	15%	20%	20%
I plan to take part in a Special Interest Group	5%	18%	18%	24%	18%	18%

Professional Development insights from CMALT 2020-2023
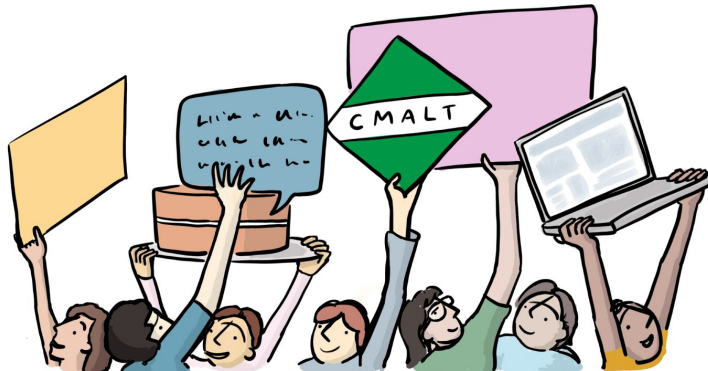
CMALT Accreditation Framework
Enhancing professional recognition for Learning Technology professionals

**Overview of portfolios submitted
for assessment 2020-2023**

Portfolios are usually submitted three times a year. Due to the pandemic two assessment windows in this period were missed and submissions deferred to the next window.
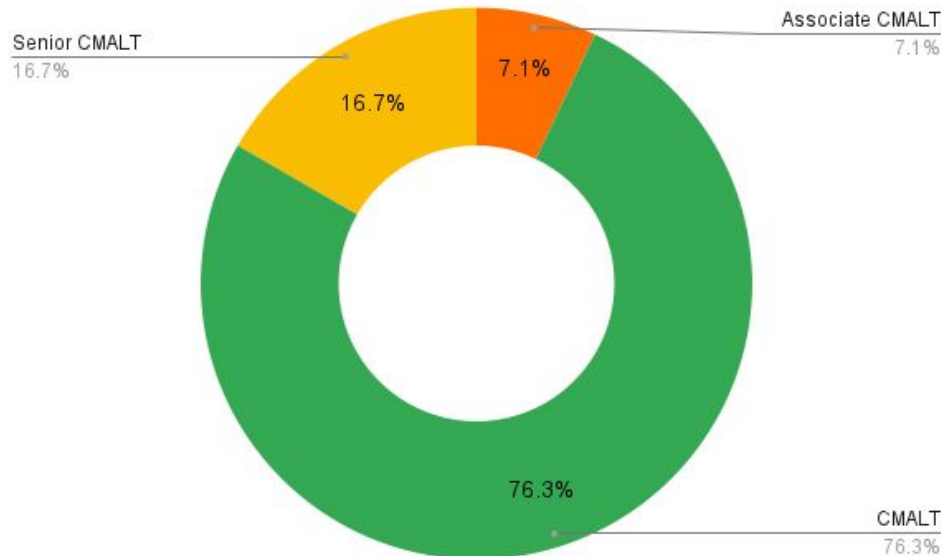
The CMALT Accreditation Framework provides pathways to peer-assessed accreditation for Learning Technology professionals in the UK and internationally.

From 1 Feb 2020 - 1 Feb 2023, 193 professionals registered for CMALT. The main CMALT remains the most popular accreditation pathway (65 %), with Senior CMALT the second most popular pathway, attracting 20 % of candidates

Senior CMALT
16.7%

Associate CMALT
7.1%

7.1%

16.7%

76.3%

CMALT
76.3%

CMALT Accreditation Framework
Associate CMALT

Members can progress from Associate to CMALT to Senior CMALT or submit a portfolio for any given pathway.

Associate CMALT is likely to be for you if you:

- Are an early-career professional or have just moved into a Learning Technology-related role.
- Have fewer than three years' experience in a Learning Technology-related role.
- Only engage with Learning Technology as a smaller part of your role, and therefore have a limited range of evidence to draw on.

Associate CMALT at a glance
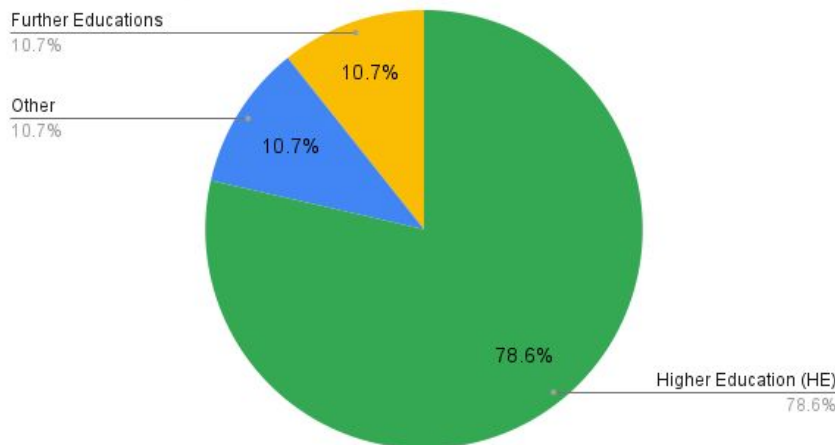
57%   1st submission pass rate
36%   Pass with minor revisions
100%   Resubmission pass rate

Submissions by sector:

Further Educations 10.7%
Other 10.7%
10.7%
78.6%
Higher Education (HE) 78.6%

CMALT Accreditation Framework
CMALT

This main pathway has been established for over 10 years, and is mapped to a range of other accreditation frameworks in the UK and internationally.

Associate and Senior CMALT pathways were launched in 2019.

CMALT is likely to be for you if you:
- Are an established Learning Technology professional or educational practitioner.
- Have three or more years' experience in a Learning Technology-related role.
- Engage with Learning Technology throughout most aspects of your role.

CMALT at a glance

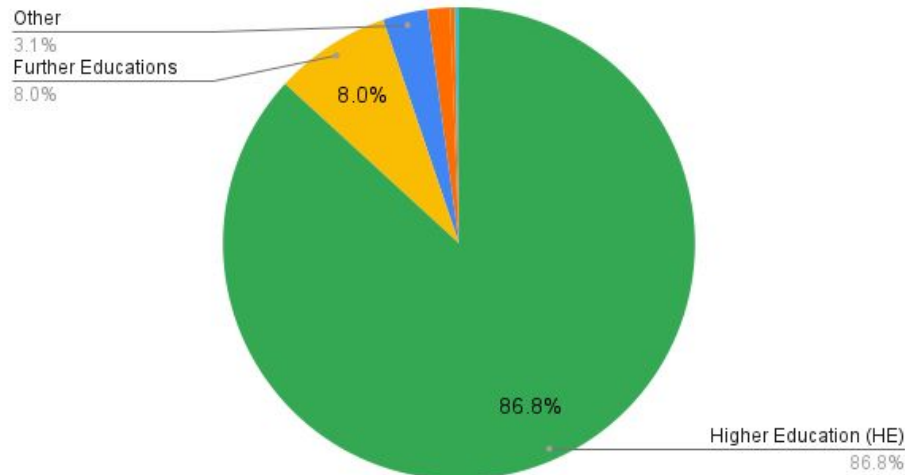**24%**   1st submission pass rate (no revisions)
66%   Pass with minor revisions
94%   Resubmission pass rate

Submissions by sector:

Other 3.1%
Further Educations 8.0%
8.0%
86.8%
Higher Education (HE) 86.8%

CMALT Accreditation Framework
Senior CMALT

Senior CMALT is likely to be for you if you:

- Are an experienced Learning Technology professional or educational practitioner with more than three years' experience in a Learning Technology-focused role.
- Engage closely with Learning Technology as a core part of your role.
- Have management, leadership or strategic responsibilities, or can demonstrate an equivalent level of impact on others through your work.
- Have a research focus in a relevant field.

Senior CMALT at a glance

27%	1st submission pass rate
44%	Pass with minor revisions
90%	Resubmission pass rate

Submissions by sector:

Commercial/Industry 1.4%
Further Educations 2.9%
Higher Education (HE) 94.2%
94.2%
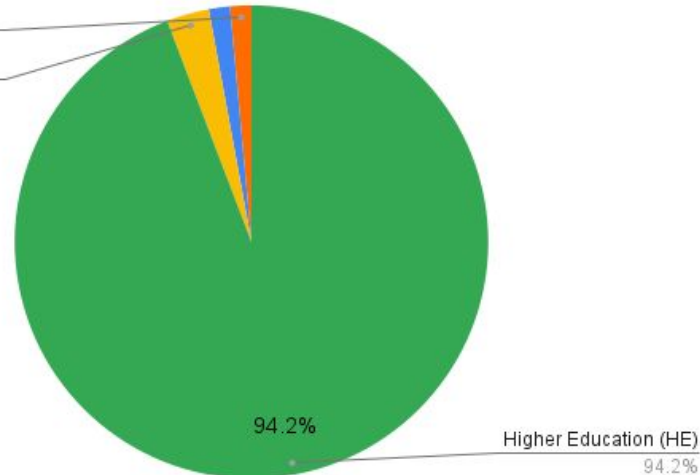
CMALT Accreditation Framework

Trends in Specialist Areas

CMALT portfolio offer unique insight into how our profession is changing. In 2019 ALT published the first trends in specialist areas, and we can now update this with data from 2020 to February 2023.

Top 5 topics in 2022:
- Assessment
- Mentoring
- Learning design and course design
- Training & professional development
- Supporting and managing people and projects

CMALT Accreditation Framework
CMALT Specialist Areas by keyword

feedback
adult setup supported service e-exercises
initiative applied innovation guidance user understanding leading
context management accessibility mentoring tools data learners
learner courseware online hp web hei technologies usability
learning blended spocs language inclusion designing
current content potential within classics project
sharepoint pedagogies testing digital peer training materials electronic
cpd hybrid process desk vr using integration
esol universal developing development collaboration
custom front-end producing design teach interactive
multimedia others visualisation video
eap common implementation assessments
catalogue moodle research assessment education
support enhancement teaching building request practical
tool rubrics opportunities improvement microsoft
university technology knitwear course english pilot-testing
authentic weeks storytelling
production

CMALT Accreditation Framework
Senior CMALT

Trends in Senior CMALT Advanced Areas of Practice

The Advanced Area(s) should describe and reflect on an area of your professional practice that reflects advanced skills, expertise, insight, and impact, such as research, policy work, leadership or strategy.

Top 5 topics:
- Leadership
- Professional Development
- Research
- Policy & National Projects
- Technology specialism (e.g. Learning Analytics, Hybrid Learning)
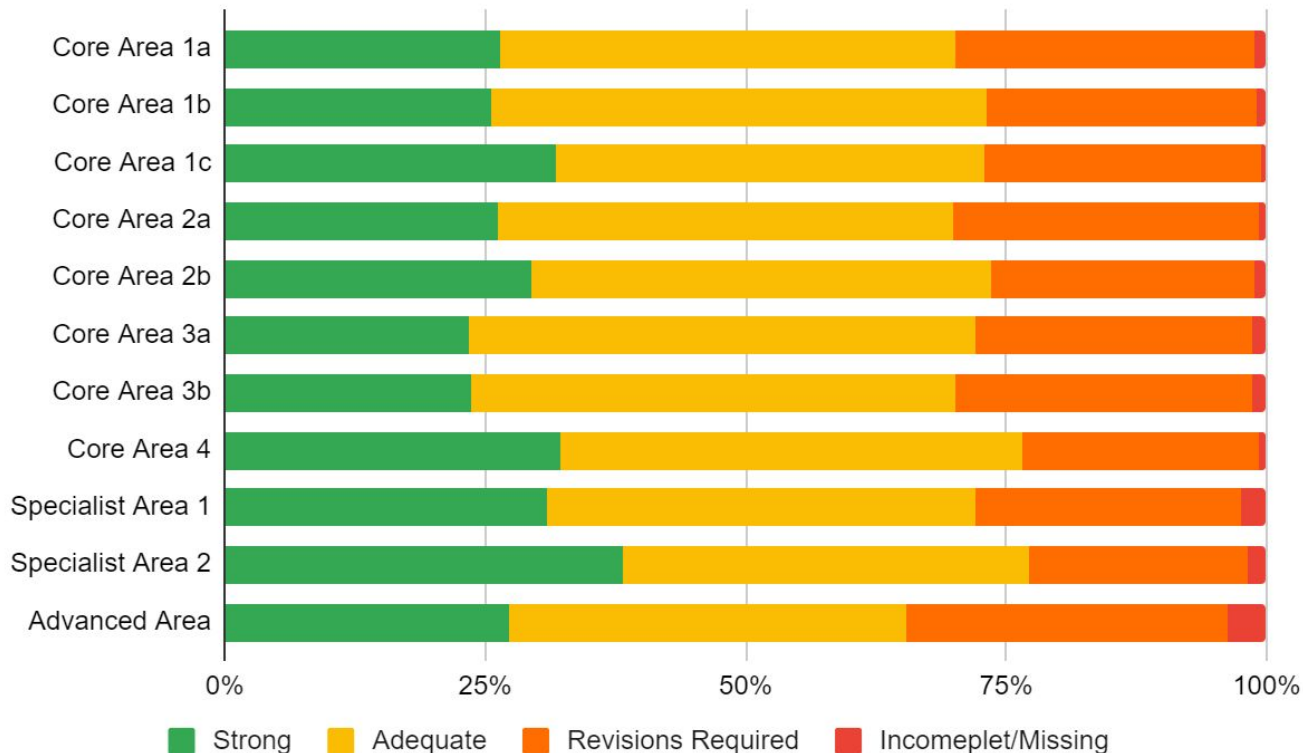
ALT

CMALT Accreditation Framework
Enhancing professional recognition for Learning Technology professionals

ALT

As the framework develops we learn more about which aspects of professional practice is easier to evidence and reflect on, and which are harder.

This overview offers insight into the assessment outcomes of individual sections of portfolios, taking into account that not every section is required for each CMALT pathway.

This data will help us develop resources and support for CMALT candidates and cohorts.

Chart categories (y-axis, top to bottom): Core Area 1a, Core Area 1b, Core Area 1c, Core Area 2a, Core Area 2b, Core Area 3a, Core Area 3b, Core Area 4, Specialist Area 1, Specialist Area 2, Advanced Area

X-axis: 0% 25% 50% 75% 100%

Legend: ■ Strong ■ Adequate ■ Revisions Required ■ Incomeplet/Missing

Trends in Learning Technology
Resources

Key Findings
Download

Annual Survey 2022/3
Full Report

Annual Survey 2015-2023
Full open data set

alt.ac.uk/annual-survey

About our Annual Survey

This survey was established in 2014 in order to:

- Help map professional practice and development in Learning Technology;
- Chart how Learning Technology is used across sectors;
- Understand current practice to better meet the needs of and represent our Members.

The survey is open to all ALT Members, both individuals and organisations. We also welcome responses from all with an interest in Learning Technology.

The full anonymised data set of all survey data is available openly https://alt.ac.uk/annual-survey .

Who responded this year?

For the 2022/3 survey we moved to collecting responses in January for the first time and this resulted in a lower response rate, only 117 responses in total and 90% of respondents are Members of ALT.

We received responses from all parts of the UK, and all sectors we represent, and the majority of responses where from Members working in UK Higher Education.

As part of our EDI plan, a new EDI monitoring form was implemented for the Annual Survey this year, which 75% of respondents completed.