

# Congratulations Certified Members



## CMALT Accreditation Framework

Enhancing professional recognition  
for Learning Technology professionals

# WHAT WE VALUE



PARTICIPATION



COLLABORATION



INDEPENDENCE

***You don't have to be called a Learning Technologist to be one.***

We define Learning Technology as the broad range of communication, information and related technologies that can be used to support learning, teaching and assessment.

Learning Technologists are people who are actively involved in understanding, managing, researching, supporting or enabling learning with the use of Learning Technology.

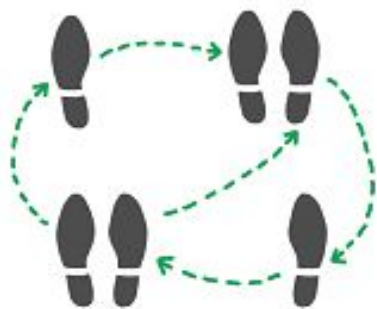


## CMALT CORE PRINCIPLES

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:

TECHNOLOGY  
LEARNING  
CHANGING

A COMMITMENT TO

Keep Up  
To Date

WITH NEW  
TECHNOLOGIES



@GlynisMiles

The **CMALT Accreditation Framework** provides pathways to peer-assessed accreditation for Learning Technology professionals in the UK and internationally.

CMALT is for professionals who are actively involved in understanding, managing, researching, supporting or enabling learning with the use of Learning Technology.

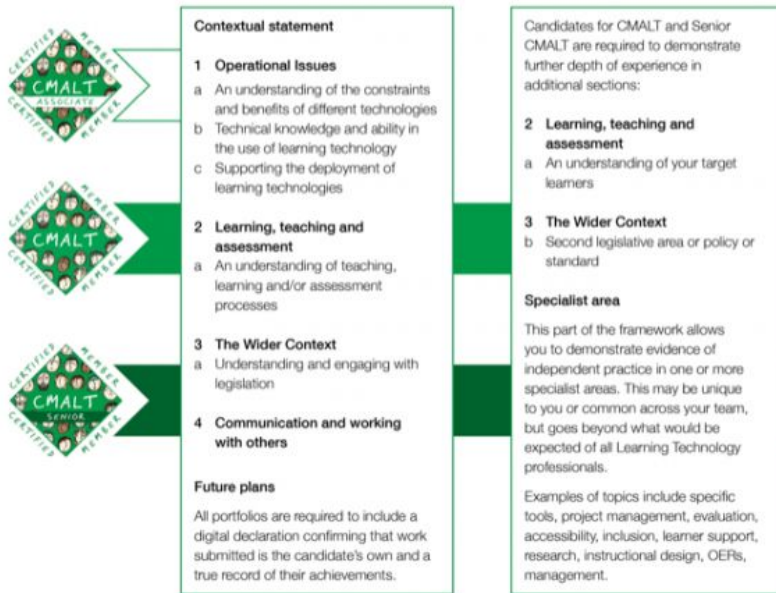
### **What are the key benefits?**

- gain stronger recognition for Learning Technology skills and experience
- demonstrate your commitment to and understanding of the importance of Learning Technology
- develop transferable skills which can be applied cross all educational sectors and industry
- reflect critically upon your practice, achievements and expertise
- receive feedback and accreditation from peers
- increase the impact of your professional achievements for recruitment or appraisal and use “CMALT” as post-nominal letters

# CMALT Accreditation Framework

## Core competencies for all Learning Technology professionals

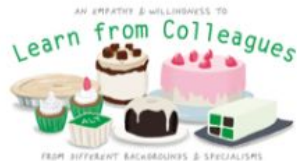
Candidates for all accreditation pathways demonstrate their competencies by submitting a portfolio that includes a description of their practice, evidence and critical reflection in four core areas.



Candidates have access to a portfolio register, containing examples of accredited portfolios from across sectors which is searchable by job role and specialist area.

## CMALT Core Principles

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



A COMMITMENT TO

**Explore & Understand**  
THE INTERPLAY BETWEEN

**TECHNOLOGY**

A COMMITMENT TO

**Keep Up To Date**  
WITH NEW TECHNOLOGIES



The CMALT core principles are at the heart of ALT's work to lead professionalisation for Learning Technology professionals. They are consistent for all accreditation pathways within the CMALT framework and must inform the work presented for accreditation by candidates.

## Senior CMALT advanced areas of practice

In addition to the core and specialist areas, the Senior CMALT portfolio allows you to demonstrate evidence of advanced practice and of management/leadership, strategic, or research expertise.

### Advanced area

Required only for the Senior CMALT pathway, this part of the framework is directly related to the core principles. It is similar to a specialist area, but requires you to show how your advanced professional practice addresses each of the core principles.

Examples of advanced areas of practice include:

- ◊ Research in postgraduate distance learning
- ◊ Impact of research in Technology Enhanced Learning
- ◊ Research in Blended Professional Development
- ◊ Promoting equality in Learning Technology
- ◊ Leadership
- ◊ Leadership of CDP programmes
- ◊ Development of research & practice communities
- ◊ Leadership in Learning Technology



## Associate CMALT

## CMALT

## Senior CMALT

Early-career professional or have just moved into a Learning Technology related role.

Fewer than three years' experience

Only engage with Learning Technology as a smaller part of your role, and therefore have a limited range of evidence to draw on.

Established Learning Technology professional or educational practitioner.

Three or more years' experience

Engage with Learning Technology throughout most aspects of your role.

Experienced Learning Technology professional or educational practitioner with more than three years' experience

Engage closely with Learning Technology as a core part of your role.

Have management, leadership or strategic responsibilities, or equivalent level of impact on others through your work. Have a research focus in a relevant field.



## Description

For each section of the framework you pick 1-2 examples of your work and describe your practice, in the first person, e.g. "I worked on..." or "I led the development of..." or "Supporting my team, I did x, y and z...".

## Evidence

Depending on the examples you pick, evidence for each section may include screenshots, links to online resources or content, certificates from training courses, emails, images and video.

## Reflection

Focusing closely on the example, you then reflect on what's gone well, how you would do things differently next time and whether what you did made a difference to colleagues or learners or the organisation.



Associate CMALT

CMALT

Senior CMALT

All Three Pathways require a **contextual statement** and to demonstrate **core principles**. Also include your **future plans**

Write a **contextual statement** to situate your practice and define your **future plans** to set out your development goals.

Embed the **core CMALT principles** throughout your portfolio :

- Communicate and Disseminate
- Learn from Colleagues
- Explore and Understand
- Keep Up to Date



Associate CMALT

CMALT

Senior CMALT

4 core **competencies**  
for all Learning  
Technology  
professionals

## 1 Operational Issues

- a) An understanding of the constraints and benefits of different technologies
- b) Technical knowledge and ability in the use of Learning Technology

## 2 Learning, teaching and assessment

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

## 3 The Wider Context

- a) Understanding and engaging with legislation and policy

## 4 Communication and working with others

Associate CMALT

CMALT

Senior CMALT

Require you to demonstrate **further depth** of experience in additional sections:

## 1 Operational Issues

- a) An understanding of the constraints and benefits of different technologies
- b) Technical knowledge and ability in the use of Learning Technology
- c) Supporting the deployment of Learning Technologies

## 2 Learning, teaching and assessment

- a) An understanding of teaching, learning and/or assessment processes
- b) An understanding of your target learners

## 3 The Wider Context

- a) Understanding and engaging with legislation and policy
- b) Second legislative area ,policy or standard

## 4 Communication and working with others



Associate CMALT

CMALT

Senior CMALT

..and also to demonstrate **specialisms** (one for CMALT and at least two for Senior)

### Specialist area

This part of the framework for CMALT and Senior CMALT candidates allows you to demonstrate evidence of independent practice in one or more **specialist areas**. This may be unique to you or common across your team, but goes beyond what would be expected of all Learning Technology professionals.



Associate CMALT

CMALT

Senior CMALT

Requires you to demonstrate **advanced practice** in management/leadership, strategy or research:

This part of the framework is directly related to the core principles. It is similar to a specialist area, but requires you to show how your **advanced professional practice** addresses each of the core principles.

Examples of **advanced areas of practice** include:

- Research in postgraduate distance learning
- Impact of research in Technology Enhanced Learning
- Research in Blended Professional Development
- Promoting equality in Learning Technology
- Leadership
- Leadership of CDP programmes
- Development of research & practice communities
- Leadership in Learning Technology

## Portfolio overview

Each portfolio must include the following sections and subsections: ● = required, - = not required

Sections	Sub-sections	Associate CMALT	CMALT	Senior CMALT
	Contextual statement	●	●	●
<b>1: Operational Issues:</b>	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	-	●	●
<b>2: Learning, Teaching and Assessment processes</b>	2a: An understanding of teaching, learning and/or assessment processes	●	●	●
	2b: An understanding of your target learners	-	●	●

## Portfolio overview

Each portfolio must include the following sections and subsections: ● = required, - = not required

Sections	Sub-sections	Associate CMALT	CMALT	Senior CMALT
<b>3: The Wider Context: Understanding and engaging with legislation, policies and standards</b>	3a: Understanding and engaging with legislation	●	●	●
	3b: Understanding and engaging with policies and standards	-	●	●
<b>4: Communication and working with others</b>	4a: Communication and working with others	●	●	●
<b>5: Specialist areas</b>	5a: Specialist area 1	-	●	●
	5b: Specialist area 2	-	-	●
<b>6: Advanced area(s)</b>	One or more Advanced areas	-	-	●
	Future plans	●	●	●

“Why did we set out to expand the CMALT framework?”

“Because more and more roles in education require Learning Technology expertise - ALT needs to offer meaningful recognition for that growing professional community.”



# Answers to frequently asked questions

## **Can I register for any CMALT pathway?**

Yes, you can register for any pathway or progress up from Associate to CMALT to Senior CMALT.

## **If I have CMALT and want to progress to Senior CMALT, can I use my existing portfolio?**

Provided that the practice you demonstrate in your portfolio is still valid and focused on the last three years, you can use your existing portfolio as a basis for your application. However, as well as the new sections, some of the criteria for existing sections differ, so make sure to check Senior CMALT guidance.

## **How do I know which pathway to choose?**

We provide [guidance on the website](#) and we recommend you check the [detailed guidelines](#) to ensure you can meet the criteria for each sections of the portfolio.

# More answers to frequently asked questions

## **Is CMALT mapped to other frameworks?**

Yes, CMALT is mapped to other frameworks (see [here](#)) and we actively work to map Associate and Senior CMALT.

## **Are there different fees for registration?**

CMALT registration covers the accreditation process, assessment and re-assessment if required and remains valid for 2 years, or the next available submission deadline after 2 years.

## **How much does CMALT registration and certified membership cost?**

Find out more about [registration fees](#) and [membership fees](#) on our website.

# Associate and Senior CMALT development

## **Can I access examples of portfolios?**

Now that the pilots are completed, we are working to add Associate and Senior CMALT portfolios to the portfolio register.

## **Is more support in the works?**

Yes! We are developing a range of new support resources for all CMALT pathways and these will be launched on the CMALT webpages in the coming year and include:

- a new CMALT submission and assessment system;
- more community-created peer support resources and examples of portfolios
- and support for assessors.

# Further information



- Slides and full info <https://www.alt.ac.uk/certified-membership>
- Registration and fees  
<https://www.alt.ac.uk/certified-membership/cmalt-registration>
- Official guidance for all CMALT pathways  
<https://www.alt.ac.uk/certified-membership/cmalt-support>
- CMALT portfolio register  
<https://www.alt.ac.uk/certified-membership/cmalt-sharing-initiative>
- Mappings to other frameworks  
<https://www.alt.ac.uk/certified-membership/cmalt-and-other-frameworks>

Email [cmalt@alt.ac.uk](mailto:cmalt@alt.ac.uk) with enquiries, questions and comments.