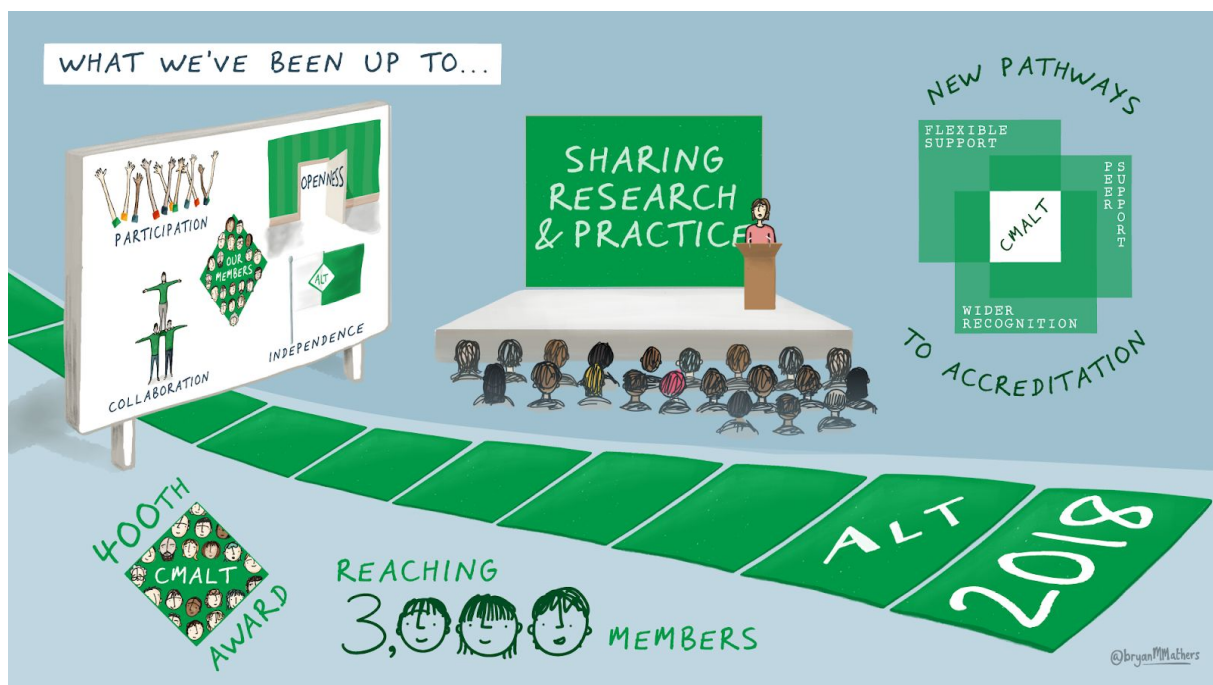


# Highlights from the Annual Report

1 February 2017 to 31 January 2018



This report includes highlights from of the full audited report and accounts that the Trustees present for approval of the ALT Annual General Meeting on 12 September 2018 at the University of Manchester, Manchester, UK.

## A warm welcome from Sheila MacNeill, Chair of ALT

This Report presents an overview of strong, strategic progress for the Association. As my fellow Trustees have highlighted in the preceding pages, our community has worked hard to achieve our aims for Members and for public benefit, too.

Last year, the launch of the current strategy marked the culmination of months of consultation with Members, helping us to create a shared vision that forms the core of all of our work. The implementation of the new strategy also marked the beginning of a year of transformation as we worked to bring ALT's operations and governance in line with it. We have taken every opportunity to put our values into practice and I'd like to highlight some of the major achievements that reflect

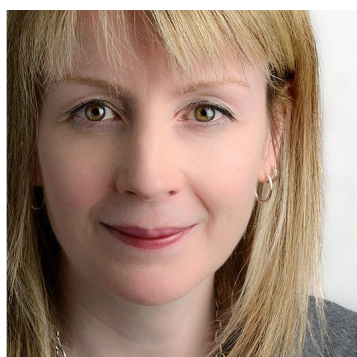
I am delighted that in its 25th year, ALT has now become a fully virtual, distributed organisation employing our staff directly. This new phase in ALT's history will ensure that we have an a truly independent, effective, agile base of operations providing more direct support for our Members across the UK. I would like to thank all our staff, Maren, Martin, Jane, Tom and Emma-Jane for their continued enthusiasm and commitment during the transition.

Participation is a core value of ALT and over this past year more Members have actively engaged with our activities than ever before, including the current committee for the Annual Conference with over 90 volunteers.

We continue to support openness in everything we do, from the platforms we use to deliver membership services to the policy developments we champion, This is strongly supported by Members through their engagement in the UK and internationally. Our open access publication partnership for our journal *Research in Learning Technology* is yet another example of our commitment to openness, and is another significant milestone to mark in our 25th year.

Working together across sectors and including a diverse range of Learning Technology professionals continues to be a challenge, but the benefits of sharing practice as exemplified on the Members' discussion list, the altc blog, Member and Special Interest Groups becomes even more important as external pressure on different sectors increase. The expertise and experience in our Membership continues to be ALTs greatest asset.

As our Accounts for this year show, ALT uses its charitable income prudently and effectively to ensure our staff and infrastructure are fit to support and enable our growing network of Members. Thanks to more Members joining and getting involved each year, we can grow our influence and activities, leading professionalisation in Learning Technology as we plan ahead for the next 25 years.



Sheila MacNeill  
**Chair**

## Financial review and Honorary Treasurer's report

In September, I will reach three years as Honorary Treasurer, and in that time there have been significant changes in the way ALT is organized. It has become a Charitable Incorporated Organisation (CIO), which means that the Trustees no longer bear personal liability for its debts, launched a new strategy, become a virtual organization and started employing its staff directly. This has meant saying goodbye to our successful partnership with Oxford Brookes University as we have matured into a fully independent organization.

These changes have deliberately been largely invisible to members, as we have continued to deliver on our strategy and objectives, but over time these changes will make ALT a stronger, more agile organization, able to be even more effective in its aims.

This greater independence requires a sound financial basis, and this has been a key goal of the Trustees for the last few years. In the year ended 31 January, we are pleased to have recorded a small surplus of £24,147, reflecting careful control of expenditure and ensuring the best possible value from all our activities.

Being a virtual, stand-alone organization does bring some increased risks, and in recognition of this, the Trustees have decided to transfer most of the surplus into a designated reserve fund, which now holds £160k. This represents six months of ALT's normal operating expenditure, so that, in the case of an unforeseen financial emergency, the charity could continue to operate for this length of time. Establishing such a reserve is in line with best practice in the sector. It is the Trustees intention that such funds are kept as a reserve for the foreseeable future, so designating it as such in our accounts gives transparency to our members and other stakeholders.

Financial stability underpins the remarkable impact that ALT has in the field of educational technology, and we have a sound base as we move forward with our new strategy and structure.



Daniel Clark  
**Honorary Treasurer**

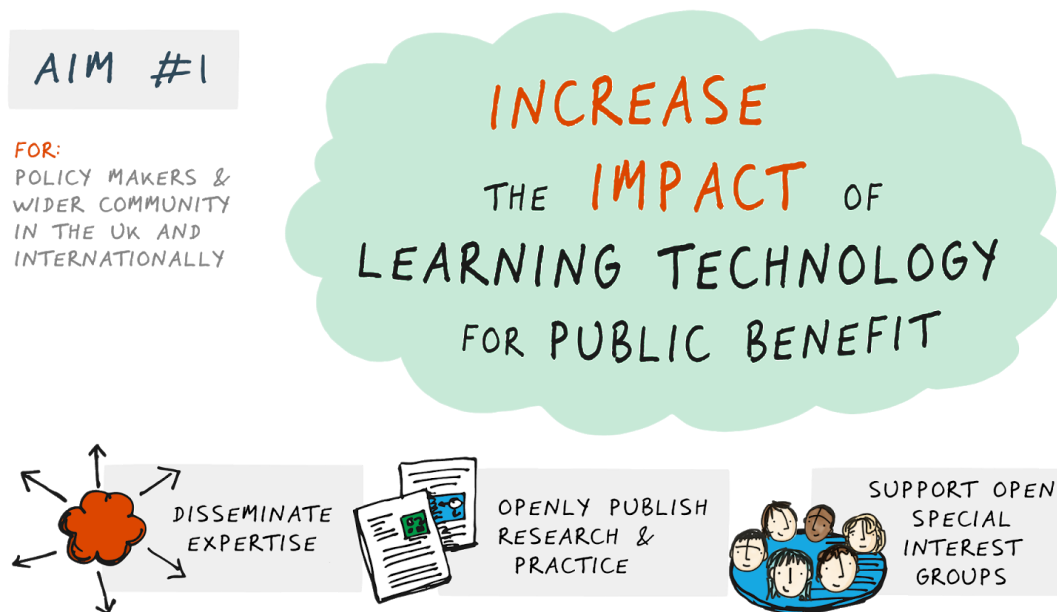
# How we deliver public benefit and achieve our aims

## Public benefit statement

The Association for Learning Technology (ALT) represents individual and organisational Members from all sectors and parts of the UK. Our Membership includes practitioners, researchers and policy makers with an interest in Learning Technology. Our community grows more diverse as Learning Technology has become recognised as a fundamental part of learning, teaching and assessment.

Our charitable objective is "to advance education through increasing, exploring and disseminating knowledge in the field of Learning Technology for the benefit of the general public". In setting our objectives and planning our activities ALT's Trustees have given careful consideration to the Charity Commission's general guidance on public benefit and in particular to its supplementary public benefit guidance on advancing education.

We have led professionalisation in Learning Technology since 1993.



*Aim 1: Increase the impact of Learning Technology for Public Benefit*

The ALT 2017-2020 Strategy ( <http://repository.alt.ac.uk/2370/> ) translates our single charitable object into three strategic aims:

### **Aim 1: Increase the impact of Learning Technology for public benefit**

*For policy makers and the wider community in the UK and internationally*

- Continue to publish Open Access research and practice;
- Advocate for open practice and policy;
- Enable Members to disseminate their collective expertise to policy makers;
- Host and disseminate Creative Commons licensed Learning Technology resources licensed for sharing and reuse;

- Support Special Interest Groups that are open to all;
- Organise free and open online events showcasing the expertise of our community;
- Liaise with networks and organisations with similar aims and values.

## **Aim 2: Provide stronger recognition of and representation for Learning Technology professionals on a national level**

*For organisations like universities, colleges, schools, industry, private training and apprenticeship providers from across sectors*

- Enhance the recognition of CMALT through alignment with national frameworks;
- Representing and responding on behalf of the Membership in policy consultations, organising policy boards and supporting Member Groups focused on policy in England, Northern Ireland, Scotland and Wales;
- National recognition through the Learning Technologist of the Year Awards, established for over 10 years;
- Provide strategic information to Members through collaboration with partners in the UK and internationally;
- Build stronger links to Learning Technology teacher training, degree and research programmes;
- Continue to support and enhance our network to facilitate discussion and knowledge exchange.

## **Aim 3: Lead the professionalisation of research and practice in Learning Technology**

*For professionals whose work entails Learning Technology in leadership, management, research, academic, technical or support roles*

- Develop accreditation through the CMALT framework for senior as well as early career professionals;
- Support local Members Groups and mentoring schemes;
- Dissemination through national conferences with publication routes to Research in Learning Technology;
- Provide CPD activities including publications and research leading to Open Badges;
- Produce, share and remix openly licensed resources for learning, teaching and assessment using the ALT Open Access Repository;
- Provide regular news including job & events listings;
- Showcase practice & research at online events and webinars.

In consultation with our Members we have also contributed various policy developments, including:

- [ALT's response](#) to Higher Education Funding Council for England Consultation on the second Research Excellence Framework, 17 March 2017;
- #FELTAG 2017: [Embracing Digital Technology in Further Education](#), 17 October 2017;
- Open Education and OER - A guide and call to action for policy makers <https://repository.alt.ac.uk/2425/> , 12 Dec 2017,
- Community guide: how to engage with start ups <http://bit.ly/altcstartupguide> , 6 Feb 2018;



## How we put our strategy into practice

Each year we report on back on how we put our strategy into practice and what is in store for the coming year. Below are examples of new developments together with input from Trustees sharing their perspectives on progress made:



*Sharing milestones with participants of the OER18 Conference in Bristol, April 2018.*

We work to increase the impact of Learning Technology for public benefit. Building on the thriving community of Special Interest Groups we support, we organise free and open online events showcasing the expertise of our community on topics such as Open Education and Learning Spaces. One way in which Special Interest Groups are active is shaping events such as the annual OER Conferences or the Playful Learning Conference.

One of the milestones we celebrated at OER18 was ALT taking ownership of its Open Access journal *Research in Learning Technology*, which is now published by ALT in partnership with Open Academia. The journal has helped establish a body of evidence and research reaching back over 25 years and all articles are freely available via the journal website and also deposited in ALT's Open Access Repository.

A new Strategic Journal Working Group has been established to help steer the development of the journal now it is being published by ALT in partnership with Open Academia. Representatives from other scholarly bodies who are publishing in a similar model have agreed to join the group to share best practice and support each other.

The group is chaired by Prof Neil Morris, who also chairs the Editorial Board, and we are delighted to welcome colleagues from ASCILITE, ILTA and the OLC alongside our Editors. Neil says

‘The ALT community should be proud to have ownership of this journal, which is leading the sector in terms of its open access commitments. We now need to set the strategic direction for the journal over the next 5 years, and decide how we want to measure our success in terms of reach and impact. The working group will formulate this strategy and help ALT to decide which measures we will apply to the journal in the future.’



*Winners of the 2017 Learning Technologist of the Year Awards in Liverpool, September 2017.*

As the leading professional body for Learning Technology we aim to provide stronger recognition of and representation for professionals at a national level.

Alongside the established Learning Technologist of the Year Awards we have launched a new Learning Technology Research Project of the Year Award. Established in 2007, the Awards have established a benchmark for outstanding achievement in Learning Technology on a national scale and attract competitive entries from the UK and internationally. All entries are reviewed by an independent judging panel chaired by the President of ALT.

Professional practice in Learning Technology across sectors requires constant training and development. Included in our strategy is enhancing recognition of CMALT, our peer-based accreditation scheme, through alignment with other national frameworks.



Shirley Evans (Honorary Secretary of ALT) says:

I have been involved with the CMALT scheme for nearly 10 years and have seen it go from strength to strength. It is exciting to see the impact that it has on individuals and the learning technology community.



*Top: CMALT accreditation celebration at the University of Edinburgh, 2017. Image © University of Edinburgh and used with kind permission. Bottom: Presenting two members of staff at Hong Kong Polytechnic University, Seth Neeley and Arinna Nga Ying Lee, with their CMALT Certificates at the BOLT Symposium, 2018. Image © Arinna Nga Ying Lee and used with kind permission.*

Over the past year we have led a major consultation, Pathways to CMALT, with Members and the wider community. We want to expand the CMALT accreditation framework to



provide new pathways to professional recognition for: Learning Technology professionals in the early stages of their career, for those for whom Learning Technology is only part of their role and also for senior professionals in management, leadership or research positions. Pathways to CMALT is the largest innovation project ALT has undertaken independently since the ground breaking ocTEL online programme. This year will see this exciting new project scaling up to include further mappings beyond the Jisc Digital Capabilities framework, the UKPSF and the Blended Learning curriculum. In addition, the Doug Gowan Memorial Fund continues to support individuals from the learning and skills sector to achieve CMALT accreditation. It has attracted a range of high quality and inspirational applications helping to spread best practice in learning technology across and between sectors.

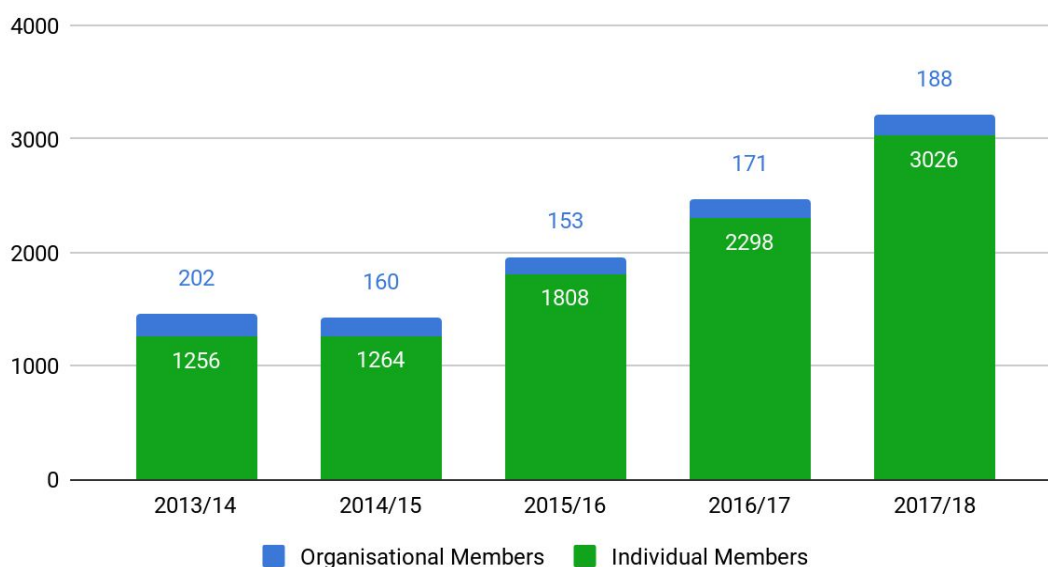
As our strategy clearly states, we are greater than the sum of our parts. In 2017 we celebrated two membership milestones; the 400th CMALT Award and the growth of overall Membership to over 3000. This increase in numbers is making our voice in policy development stronger than ever before.

The decision to keep our membership fees frozen for a third year has also paid off as increasing membership allows us to maintain and expand all of our activities. The more members we have, the more we can do for and with our community.

Sarah Sherman comments:

As chair of the ALT Membership Development Committee, I am very proud to see the Association achieve these fantastic milestones. The Committee members work hard with keen enthusiasm to support the ALT central team with membership endeavours.

## Individual Members and Organisational Members



ALT has shown exemplary strategic leadership in the area of open education and OER this year. In addition to organising another successful and inclusive OER conference, which featured a greater diversity of voices than ever, we also published a briefing paper for leaders and senior managers; *Open Education and OER – A guide and call to action for policy makers*. An article introducing the guide featured in WonkHE to coincide with international Open Education Week in March.

ALT Trustee Lorna M. Campbell, who presented one of the keynotes at this year's OER18 conference, comments:

It was a real honour to be invited to speak at OER18, and to have the opportunity to acknowledge the central role that ALT has played in supporting the open education community in the UK and ensuring that the OER conference has grown to become the diverse and inclusive international event it is today.

This year marks ALT's 25th year and also our 25th Annual Conference. Whilst it is important to celebrate our history, our Members' achievements and the progress we have made, this is also an opportunity to critically reflect on where we are and what we are heading toward. Which is why under the leadership of Trustees and the Conference Committee, our Annual Conference places a particular emphasis on critical, historical and political perspectives, research and analysis that questions the purpose or impact of technology used for learning, teaching or assessment.



## About ALT

### The Trustees

The Trustees who served the charity during this financial year were as follows:

1. Alastair Clark (until September 2017)
2. Daniel Clark (Honorary Treasurer from September 2015)
3. James Clay (Chair of the Committee for Further Education and Cross-sector Engagement) from September 2012)
4. Shirley Evans (Honorary Secretary from September 2014)
5. Fiona Harvey (Vice-Chair until September 2015, Chair from September 2015, President from September 2016 until September 2017)
6. Matt Lingard (Chair of the Communications and Publications Committee until September 2015, the Trustee until September 2017)
7. Sheila MacNeill (from September 2014, Vice-Chair from September 2016, Chair from September 2017)
8. Neil Morris (Chair of the Communications and Publications Committee from September 2015)
9. Malcolm Ryan (until September 2017)
10. Sarah Sherman (Chair of the Committee for Membership Development from September 2014)
11. Martin Weller (Vice-Chair from September 2015, Chair from September 2016, President from September 2017)
12. Lorna Campbell (from September 2016)
13. Bella Abrams (from February 2016)
14. Peter Bryan (from September 2017)

15. Elizabeth Charles (from September 2017)
16. Nicola Whitton (from September 2017, Vice-Chair)

## Operational Committee Membership for the financial year 2017/18

### **Committee for Further Education and cross-sector engagement**

Chair: Bella Abrams - Director of IT, Sheffield College Group

Vice Chair: Rachel Challen - Head of the Learning, Teaching and Support Unit, Nottingham Trent University

Members:

James Clay - Project Manager, Jisc;

Jonathan Eaton - Research and Engagement Manager at Newcastle College;

Adam Elce - Information Advisor, North Nottinghamshire College of Further Education

Paul Hollins - Professor at the University of Bolton and Partner at Cetis;  
for Educational Cybernetics at the University of Bolton;

Hannah Mathias - E-Learning Manager, Cardiff and Vale College;

Patrick Pemsel - Trainer- Learning Technologies, Central Nottingham College;

Sean McCready - Director of e-Learning, Newcastle College Group;

Liam Sammon - Commercial Director, JTL

Victoria Wilson-Crane - Director of Student Learning (Centre for Learning Innovation and Quality), Kaplan International Pathways

Sarah Williams - ILT Development Manager at Yale College.

### **Committee for Membership Development**

Chair: Sarah Sherman - BLE Service Manager

Vice Chair: Julie Voce - Head of Educational Technology, City, University of London;

Members:

Victoria Baxter - FE Tutor and Learning Technologist, City of Oxford College

Jane Britton, Principal Teaching Fellow and Programme Director (Project Management),  
School of Management, University College London;

John Couperthwaite - Solution Engineer, EMEA, Echo360

Matt Cornock - Online CPD Coordinator, University of York;

Lynne Downey - Head of Online Learning (Pedagogy), University College of Estate  
Management

Susan Greig - Learning Technology Advisor, The University of Edinburgh;

Simon Kear - Head of Technology Enhanced Learning, Tavistock and Portman NHS  
Foundation Trust;

James McDowell - Director of Teaching and Learning, University of Huddersfield;

Matthew Newcombe - Head of e-Learning, University of Exeter;

Daniel Scott - E-Learning Developer, 5M Publishing;

John Traxler - Professor of Mobile Learning at the University of Wolverhampton.

### **Committee for Communication and Publications**



Chair: Prof. Neil Morris - Director of Digital Learning, University of Leeds.

Vice Chair: Sandra Huskinson - Freelance Consultant Specialising in Educational Multimedia;

Members:

Lesley Diack - School of Pharmacy and Life Sciences at Robert Gordon University;

Anne Hole - Learning Technologist at the University of Sussex, (#altc Blog Editor in Chief);

Amanda Jefferies - School of Computer Science, University of Hertfordshire (co-opted from Editorial Board)

Katharine Jewitt - Digital Learning Fellow at Prospects College of Advanced Technology;

James Little - Pedagogical & Technology Thinker and Implementer at Evolve Online and Learning Technologist at the University of Sheffield;

Colin Loughlin - Learning Technologist at the University of Surrey;

Richard Price - Learning Technologist, NHS;

Clare Thomson - Education Technologist in Medical Education, Queens University Belfast;

Dario van Gammeren - Technology Enhanced Learning Projects Developer at Trinity Laban Conservatoire of Music and Dance;

Santanu Vasant - Educational Technologist in the Learning Enhancement and Development (LEaD) Centre at City University;

Ros Walker - Learning Technologist at the University of Sheffield;

## Reference and administrative details

Registered charity name	Association for Learning Technology (ALT)
Charity registration number	1160039
Registered address	3 Bignell Park Barns, Chesterton, Oxfordshire, OX26 1TD, UK
Auditor	David Cadwallader & Co.
Banker	HSBC, 65 Cornmarket Street, Oxford OX1 3HY, UK