



CMALT Accreditation Framework

Enhancing professional recognition for Learning Technology professionals

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

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

The CMALT Accreditation Framework is for professionals who are actively involved in understanding, managing, researching, supporting or enabling learning with the use of Learning Technology. Achieving Certified Membership is recognition from your peers that you are a current practitioner.

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 across 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.



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Contextual statement

- 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
- 3 The Wider Context
- a Understanding and engaging with legislation
- 4 Communication and working with others

Future plans

All portfolios are required to include a digital declaration confirming that work submitted is the candidate's own and a true record of their achievements.

Candidates for CMALT and Senior CMALT are required to demonstrate further depth of experience in additional sections:

- 2 Learning, teaching and assessment
- a An understanding of your target learners

3 The Wider Context

 Second legislative area or policy or standard

Specialist area

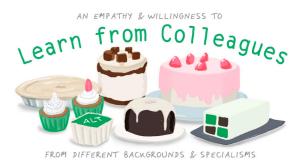
This part of the framework allows you to demonstrate evidence of independent practice in one or more specialist areas. This may be unique to you or common across your team, but goes beyond what would be expected of all Learning Technology professionals.

Examples of topics include specific tools, project management, evaluation, accessibility, inclusion, learner support, research, instructional design, OERs, management.

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









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



Choose your pathway

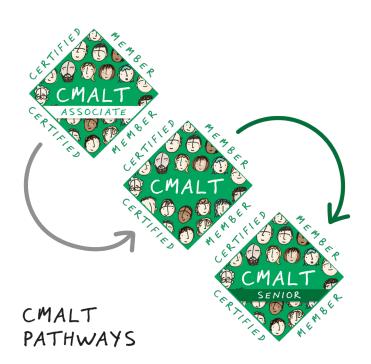
Which accreditation pathway is right for you?

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.

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.



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.

You can progress from Associate to CMALT to Senior CMALT or submit your portfolio for any given pathway.

Registration

Registration Fees

Associate CMALT	£110.00
CMALT	£165.00
Senior CMALT	£265.00

Registration Fees for existing Certified Members

Senior CMALT	£132.00

Find out more at https://www.alt.ac.uk/certified-membership or contact cmalt@alt.ac.uk for further information. Online registration and further information at https://www.alt.ac.uk/certified-membership.