



CMALT Guidelines for Candidates

CMALT (Certified Membership of ALT) is a peer-based professional accreditation scheme developed by ALT to enable people whose work involves Learning Technology to have their experience and capabilities certified by peers and to demonstrate that they are taking a committed and serious approach to their professional development.

This guide is for CMALT candidates and contains all the information you need to prepare your portfolio for submission.

In order to gain CMALT accreditation, throughout your portfolio you need to:

- Demonstrate and reflect on your knowledge and experience in four Core areas and subsections;
- Demonstrate and reflect on your knowledge in at least one Specialist area;
- Demonstrate your commitment to the core principles and values which underlie CMALT.



To submit your portfolio for assessment you need to be [registered as a CMALT candidate](#).

Existing ACMALT Holders

Existing ACMALT holders may use their original portfolio as a basis for applying for CMALT provided that it is still current and relevant ([see guidance on portfolio updating](#)). Submissions should be in accordance with the [CMALT Guidance](#).



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CMALT Principles and Values

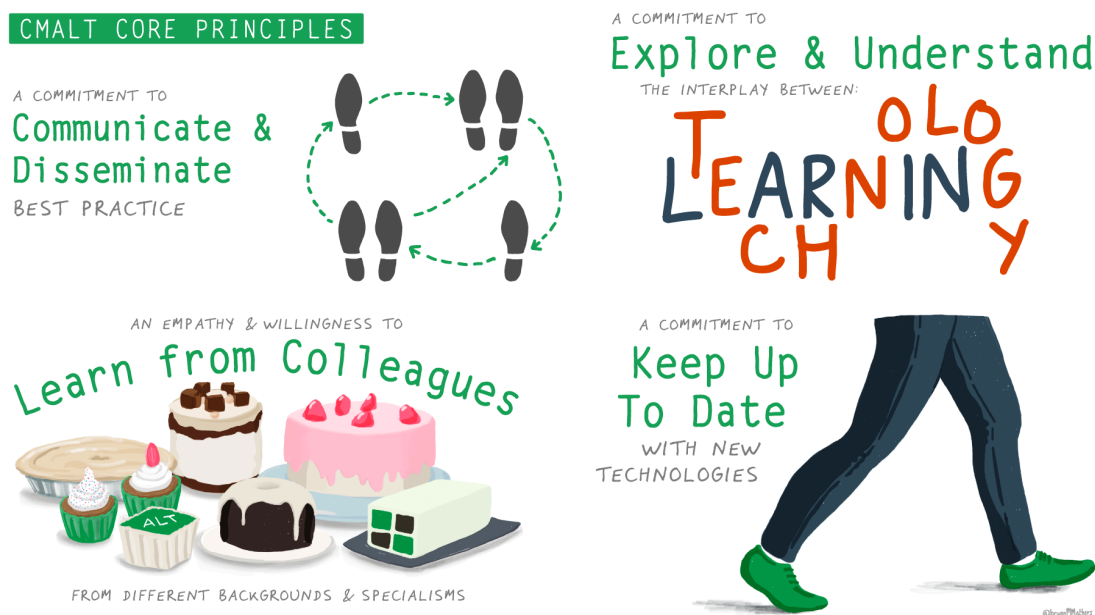
The development of this scheme is informed by four principles and values, identified through consultation with ALT's members. Central to the scheme is the definition of Learning Technology agreed within ALT.

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

The four core CMALT principles and values 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 areas.
- 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 area; they will also be used by assessors to inform their judgement of your portfolio.



Ethical considerations

We believe that Learning Technology professionals have an important role to play in helping to develop informed and ethical use of technology to support learning, teaching, and assessment, in particular in relation to data and learning or predictive analytics.

We encourage CMALT candidates to reflect on the ethical implications of their practice throughout the portfolio and in particular in Core area 3, the Wider Context: for example, in relation to institutional policies, the moral dimension of technologies in education, the role of learners and their rights. and developing critical skills and literacies.

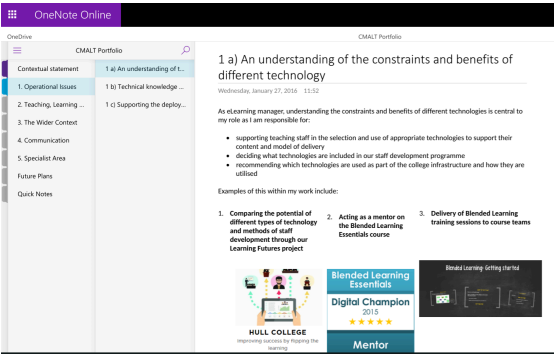
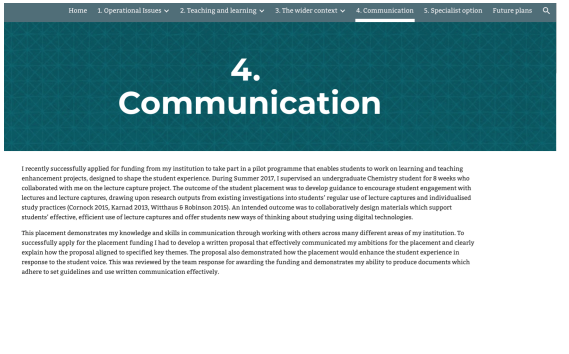
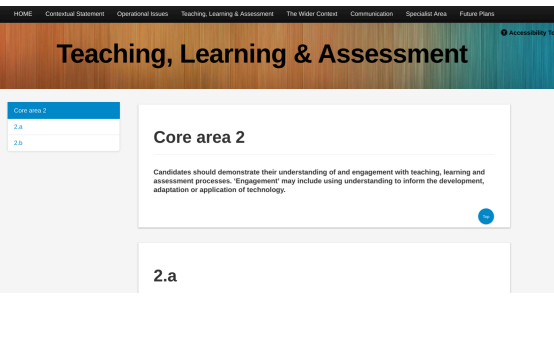
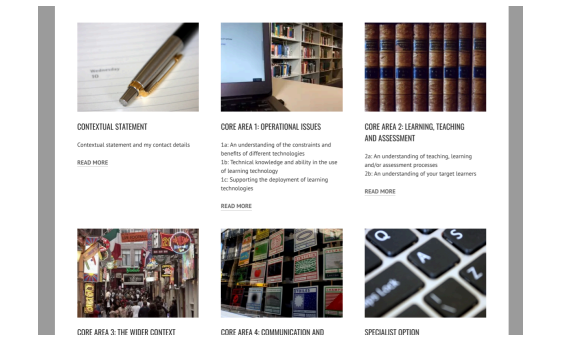
Choosing a format for your portfolio

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 (you may wish to refer to guidance such as the [Web Content Accessibility Guidelines](#)).

It is your responsibility to make sure that you have covered ALL the required sections and subsections which as listed in this document (see the [Submission checklist](#) below). A Google Doc template is available at: [Submission Template](#). Openly shared example portfolios can be found at <https://www.alt.ac.uk/certified-membership/cmalt-sharing-initiative>.

You may need ongoing access to your CMALT portfolio, for your own reference and if you choose to progress to CMALT in future, so if you choose to use an institutional space please consider how you will maintain a personal copy.

Below are a few sample images of portfolios (taken from the CMALT [Portfolio Register](#)) to illustrate (some of) the different formats candidates have selected. You can look at the CMALT [Portfolio Register](#) for ideas.

	
	
Xerte Online Toolkit	Wordpress

How to write your portfolio

The style of writing (or presentation, if you are using a non-written format such as video) 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 - use the first person singular. 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.

The Description and Reflection should be written/presented as a narrative, and you may find it helpful to use subheadings to distinguish these elements. There is no prescribed word count, but around 500-600 words for the narrative element in each subsection of the portfolio is a good rough guide. Evidence may be linked to or included as an Appendix, and will be brief, clear, and relevant.

Poor spelling and grammar can potentially hamper comprehension, so it is a good idea to check these before submitting your portfolio.

Description

Identify your skills and experience against each section of the portfolio framework and describe key examples from your work. In identifying examples to discuss in each section, concentrate on quality over quantity: including too much, and/or less clearly relevant material, will make it harder for the assessors to assess the portfolio. Clearly describe the context of the work that you do (e.g. do you work in a school, FE or HE, commercial or other context), and 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 without your contribution. 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 you want to communicate to the assessors in this example?

Reflection

It is essential to reflect on the example(s) provided. By reflection, we mean that we want to see your thought process and analysis in relation to the work described and evidenced in your example(s): what you have learned from it, what you might do differently next time (if appropriate), and what impact your work has 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 show how you have developed as a practitioner over time. Assessors are looking for evidence that you think analytically about the effectiveness and impact of your work and that your practice evolves as a result. **The most common reason that portfolios are returned for further work is a lack of adequate 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 2-3 years, although it is recognised that in some cases older evidence will be appropriate, for example evidence relating to a long-term project.

Appropriate evidence might include certificates of recognised qualifications, publications, or evidence of your work as a learning technologist. Evidence should be succinct, relevant, and well-chosen – for example a well-chosen screenshot, the citation information and/or abstract for a paper or report (not the full text), a scan or image of a certificate, a one-page lesson or project plan, feedback from users / students / colleagues / lecturers or tutors, and so on. It should be clear why you have included each piece of evidence, where it originates, and what it shows your assessors. Make sure that your evidence is accessible and legible/of sufficiently good quality for the assessors to see clearly. You can cross reference the same evidence from different parts of your portfolio if appropriate.

Licencing your portfolio

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 specific to your context (for example, in the EU or the UK, the General Data Protection Regulation (GDPR) / Data Protection Act 2018).

Assessors will treat all information and content in the portfolio as confidential.

ALT records anonymous information during the submission and assessment process for quality assurance purposes and to inform the development of the scheme.

Once your portfolio is accredited, we encourage you to share it within the membership of ALT via the CMALT Portfolio Register. The purpose of this Register is to help us:

- showcase the work and achievements of CMALT Holders;
- compile better information about professional development in Learning Technology;
- support candidates who are looking for examples of successful portfolios that are related to their own work.

You can share your portfolio by completing the form linked at <http://go.alt.ac.uk/CMALTregister>

Portfolio overview

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

Sections	Sub-sections	Associate CMALT	CMALT	Senior CMALT
	Contextual statement	●	●	●
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	-	●	●
2: Learning, Teaching and Assessment processes	2a: An understanding of teaching, learning and/or assessment processes	●	●	●
	2b: An understanding of your target learners	-	●	●
3: The Wider Context: Understanding and engaging with legislation, policies and standards	3a: Understanding and engaging with legislation	●	●	●
	3b: Understanding and engaging with policies and standards	-	●	●
4: Communication and working with others	4a: Communication and working with others	●	●	●
5: Specialist areas	5a: Specialist area 1	-	●	●
	5b: Specialist area 2	-	-	●
6: Advanced area(s)	One or more Advanced areas	-	-	●
	Future plans	●	●	●
	Confirmation and (optional) nominated assessor	●	●	●

In each section you must provide:

- Concise and pertinent **Description**.
- Critical **Reflection** which considers:
 - the **Impact** of the example(s) described on teaching and learning and on your own practice;
 - communication and engagement with wider communities of practice.
- Clear, relevant and succinct **Evidence**.

Portfolio requirements - in detail

[CMALT Guidelines for Candidates](#)

[In order to gain CMALT accreditation, throughout your portfolio you need to:](#)

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[Demonstrate your commitment to the core principles and values which underlie CMALT.](#)

[CMALT Principles and Values](#)

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[Portfolio overview](#)

[The contextual statement](#)

[Core area 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](#)

[Core area 2: Teaching, learning and assessment processes](#)

[a\) An understanding of teaching, learning and/or assessment processes](#)

[b\) An understanding of your target learners](#)

[Core area 3: The Wider Context: Understanding and engaging with legislation, policies and standards](#)

[a\) Understanding and engaging with legislation](#)

[b\) Second legislative area, or understanding and engaging with policies and standards](#)

[Core area 4: Communication and working with others](#)

[Specialist Area\(s\)](#)

[Defining and evidencing your specialist area\(s\)](#)

[Future plans](#)

[Confirmation](#)

[Nominated Assessor](#)

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[How to write feedback](#)

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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 in relation to Learning Technology and your current role(s). Highlight briefly the operational context in which you work or have worked, and reflect on why you are submitting your portfolio for CMALT and how this relates to your future career aspirations.

If you have previously been awarded Associate CMALT, you should indicate this and also indicate briefly how and to what extent your existing portfolio has been revised and amplified.

This section is not assessed, but will be very helpful for the assessors as they approach the rest of your portfolio.

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, or 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. You should consider how you compared and contrasted the constraints and benefits of different 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, relating this to the constraints and benefits of different technologies.

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 and online resources, Virtual Learning Environments, electronic assessment, blogs, wikis, mobile technology, AR/VR, programming languages, or other relevant technologies. **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 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 or other relevant postgraduate qualification, evidence of relevant professional development courses or portfolios. 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. There must be some consideration of how technology is changing / impacting upon approaches to teaching and learning and/or the roles of learners, teachers and support staff in your context.

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: Understanding and engaging with legislation, policies and standards

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) (i.e., either two legislative areas, or one legislative and one policy area).

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 and impact upon your current practice.

In the UK you would be expected to demonstrate how you work within the context of a relevant piece of legislation such as (but not limited to):

- Equality, including accessibility, special educational needs, etc.
- 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)

If you are based outside of the UK, there may be different requirements, and you should indicate this in your portfolio.

You should consider how your example impacts on teaching and learning in your context, and on the nature and evolution of your practice. You may find it helpful to refer to the [guidance on reflective writing](#), above.

Evidence might include minutes of meetings with legal advisers, documentation showing how legal issues have influenced work (such as reports or data protection forms), relevant training undertaken or qualifications gained, evidence of work you have produced/authored, or of your contribution to relevant planning work, and so on.

b) Second legislative area, or understanding and engaging with policies and standards

In this second section you can either explore a second area of legislation (see above) or discuss how you engage with one or more policy issues in your context. These might include, for example:

- Relevant policies and strategies (national or institutional)
- Technical standards
- Ethical frameworks or policies for the use of technology in education
- Professional codes of practice

Evidence might include evidence of involvement in writing or forming policies, or evidence of engagement with policies, such as justifications for modifications to a course to reflect new policies, a record of how technical standards have been taken into account during system development, and so on.

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.

This section can help you directly address some of the [CMALT core principles](#): you might discuss how you communicate to keep up to date, how you learn from peers and colleagues, or how you disseminate your practice, for example through presentation, publications, or other forms of communication. You may also choose to discuss how you select appropriate forms of communication and utilise different technologies.

Relevant evidence might include reflection on collaborations with others and testimonials from colleagues, or evidence showing 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; and remember that it is your responsibility to ensure that evidence is appropriately anonymised and/or that appropriate permissions have been obtained.

Specialist Area(s)

As well as the core areas, candidates are required to demonstrate evidence of independent practice in one or more specialist areas. 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 specialist areas chosen by CMALT holders. You are free to choose from it, or to select a different area that reflects your expertise. It is recognised that practice is constantly evolving and that CMALT candidates come from very diverse contexts; this list of examples is neither comprehensive nor prescriptive.

- 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 area(s)

In describing your specialist area(s) you should refer to the [core values](#) listed at the top of these guidelines. Because these are specialist areas 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 area 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

This section is not assessed, but it is still a required section, of between 200 - 500 words. The purpose of this is not only to give the assessor a sense of your future aims, but also help you plan for your professional development. It will be useful when preparing to keep your CMALT accreditation current 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:

Nominated Assessor

You may, if you wish nominate an individual as Second Assessor who is well-placed to assess your work. You should avoid conflicts of interest (for example you should not nominate your line manager or someone whom you line manage).

The nominated assessor does not need to hold CMALT, but must be prepared to commit to reading the assessment guidelines carefully, and to working collaboratively with a CMALT Lead Assessor in undertaking the assessment.

You do not have to nominate a Second Assessor: if you do not ALT will nominate one. If you do wish to do so, please provide details as follows:

Name:

Institution/Organisation:

Email:

Submission checklist

Use the following checklist before submitting your portfolio for assessment.

My portfolio includes:

- ☐ Contextual statement
- ☐ **1a: An understanding of the constraints and benefits of different technologies**
- ☐ **1b: Technical knowledge and ability in the use of learning technology**
- ☐ **1c: Supporting the deployment of learning technologies**
- ☐ **2a: An understanding of teaching, learning and/or assessment processes**
- ☐ **2b: An understanding of your target learners**
- ☐ **3a: Understanding and engaging with legislation**
- ☐ **3b: Second legislative area or policy or standard**
- ☐ **4: Communication and working with others**
- ☐ **5: Specialist area(s)**
- ☐ Future plans
- ☐ Confirmation statement
- ☐ Nominated assessor details (optional)

I have:

- ☐ Clearly and concisely described relevant examples for each subsection
- ☐ Reflected on the work described, referring to the [guidance on reflective writing](#)
- ☐ Provided recent, relevant, and succinct evidence
- ☐ Addressed the [four core CMALT principles and values](#) throughout the portfolio
- ☐ Proofread my portfolio

Further questions?

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

Assessment process

This guidance is for CMALT assessors, but candidates may find it helpful to gain an idea of the assessment process and criteria.

Portfolios are peer-assessed by two assessors. One is referred to as the 'Lead Assessor': this is a CMALT holder nominated by ALT who has previously assessed at least three portfolios. One is referred to as the 'Second Assessor', and may be nominated by the candidate. The candidate is not obliged to nominate an assessor; if no details are provided, or if the nomination is felt to be unsuitable for any reason (such as a conflict of interest, or the nominated person not agreeing to undertake the work), ALT will nominate a CMALT holder to act as Second Assessor.

Assessors will assess the portfolio in line with the rubrics laid out against each section in this document. In each section, assessors will determine whether the description, reflection, and evidence provided are sufficiently robust and convincing to merit the award of CMALT accreditation.

Assessors also assess whether the portfolio as a whole demonstrates the candidate's commitment to the core CMALT principles and values:

- 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 areas.
- A commitment to communicate and disseminate effective practice.

Assessment criteria

Assessors review each section of the portfolio to determine whether it is strong, adequate, or whether revisions or additions are required.

- **Strong (S):** Description, evidence and reflection are notably strong: the section is well-documented and highly convincing;
- **Adequate (A):** Description, evidence and reflection adequately demonstrate competence: the section is both complete and credible;
- **Revisions required (R):** At least one of description, evidence and reflection either need improvement or are insufficiently covered/absent.

These descriptions represent an assessment of how well a section is being described, evidenced and reflected upon, rather than a judgement on the relative strength or quality of the example(s) or piece(s) of work being discussed. A 'simple' example may be well described, well evidenced, and insightfully reflected upon, and therefore be judged Strong; and vice versa.

It is assumed that, where candidates have previously been awarded Associate CMALT, the sections which the Associate CMALT portfolio has in common with the CMALT portfolio will already evidence an adequate level of engagement with the core principles and values of the scheme, and an adequate level of understanding and reflection. However, it is expected that the candidate's context and practice will have evolved, and that a greater breadth and depth of experience, together with a more advanced level of criticality, analysis, and insight will be evident throughout the portfolio. The assessments reached for the CMALT submission may therefore differ from those previously recorded for an Associate CMALT submission.

A copy of the assessment form accessed here: [Assessment Form](#)

Assessment outcomes

Once the portfolio has been assessed against the criteria, assessors will decide on one of the following outcomes:

Decision	Description
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Pass with Distinction	The portfolio provides notably strong evidence of reflective practice, and of the candidate's adherence to the CMALT core principles and values, across each of its sections. The candidate is encouraged to share their portfolio via the CMALT Portfolio Register .
Pass	The portfolio provides convincing evidence of reflective practice, and of the candidate's adherence to the CMALT core principles and values, across each of its sections. The candidate is encouraged to share their portfolio via the CMALT Portfolio Register .
Referral - minor revisions required	The portfolio provides convincing evidence of reflective practice, and of the candidate's adherence to the CMALT core principles and values, across most of its sections. The assessors have recommended minor revisions in some sections before the portfolio is accredited. The candidate should re-submit a revised portfolio for review, highlighting or summarizing where revisions have been made.
Referral - major revisions required	Some or all sections of the portfolio require significant revision before the portfolio can be accredited. The assessors have detailed where and how the portfolio needs to be revised. The candidate should re-submit a revised portfolio for re-assessment, highlighting or summarizing where revisions have been made.
Fail	A re-submitted portfolio previously assessed as requiring major revisions cannot be recommended for accreditation.

If the portfolio is being assessed for the first time, there are two possible outcomes of the assessment:

- **Pass:** The assessors find that the portfolio adequately meets the criteria for all the sections;
- **Referral:** This arises if the assessors assess one or more sections of the portfolio as requiring revisions or additions. In this case the assessors will write a feedback statement to be sent to the candidate. This should identify the areas which need revising, and outline, in a constructive, supportive manner, what needs to be done for the portfolio to pass.

If the portfolio is being assessed after a referral, there are two possible outcomes of the assessment:

- **Pass:** The assessors deem that the portfolio now adequately meets the criteria for all the sections;
- **Fail:** This results if the assessors judge one or more sections of the portfolio to be inadequate. In this case the assessors will write a feedback statement to be sent to the candidate.

How to write feedback

Feedback is anonymous, but please keep in mind when writing your comments that the CMALT portfolio is a highly personal document in which candidates have usually invested significant work.

Be concise, specific, and constructive in your feedback. Where revisions are required the feedback should set out as specifically as possible where and how the portfolio can be improved.

The following pieces of advice from experienced peer Assessors may be helpful in formulating feedback:

- Avoid praising or criticising the candidate: make sure all comments refer to the portfolio. Rather than general comments, consider giving a few specific points of positive feedback, followed by suggestions for change, which (as suggested below) should be focused on what the author could do to improve the proposal.
- Try to write feedback that you'd be happy to receive and that the authors can clearly act on. Be positive in your language and constructive in your suggestions. Rather than simply stating

a problem or deficiency in a particular area or aspect of the portfolio, you can suggest changes or additions that would improve it. For example, if you think a section lacks sufficient reflection, you might say: “This section would be improved by deeper reflection; please give some examples of the impact of this [example piece of work] on your users/learners, and reflect on how your practice might change or evolve in the future as a result”.

- Please be respectful and constructive in tone, and be explicit about the nature of the advice you are giving. For example, are you offering suggestions for consideration (“the example/section/portfolio could be enhanced by the inclusion of...”), or insisting on a problem being fixed (“this section is unclear and should be rewritten”)?
- Bear in mind that CMALT candidates come from very diverse contexts and job roles, and from different national contexts across the world. Methods and approaches may differ widely, or appear unfamiliar, but this does not necessarily mean that, relative to the candidate’s context, they are not effective and robust in terms of the CMALT competencies.

Timescale

Assessments should normally be completed within 6-8 weeks. We undertake to return assessments no later than 20 weeks after a portfolio is submitted.

There are three submission windows a year. Candidates submit portfolios on:

- **31 January:** for assessment during February, March and April and assessment result in May;
- **31 May:** for assessment during June, July and August and assessment result in September;
- **30 September:** for assessment during October, November and December and assessment result in January.

Please note, currently we are running a pilot throughout 2025 and accepting submissions throughout the year.

Document History

Date	By	Summary
29/03/2019	TP	CMALT guidance version 1
17/5/2019	MD	Consultation version
19/7/2019	MD	Published version

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