



## ALT Certified Membership (CMALT) , UKPSF and recognition of Fellow of the Higher Education Academy and accreditation of an institution's staff development provision.

### About

Following discussions between the Association for Learning Technology (ALT) and the Higher Education Academy (HEA) focusing on ALT's certified membership scheme and its relation to the UK Professional Standards Framework for teaching and supporting learning in higher education (UKPSF), we have agreed that many of the areas, knowledge and values in the two schemes are congruent and in some cases significantly overlapping.

The frameworks also share essential aspects of underlying philosophy. Holding CMALT is therefore likely to provide relevant evidence for an individual who works in higher education to help gain recognition within the UKPSF. It is further likely that an appropriate choice of specialised area within CMALT will lead to increased overlap with UKPSF. In addition, use of CMALT with appropriate categories of staff as a component of an institution's staff development activity is likely to provide evidence that the institution's staff development provision aligns with the UKPSF, and thus be relevant to that institution's accreditation by the Higher Education Academy.

Subsequently ALT agreed to produce a suggested mapping between the schemes to help the same evidence to be used for both. Accordingly the CMALT development Group produced the mapping below. We share this mapping as our current thinking in order to assist CMALT Holders who are interested in HEA Fellowship.

This document was last updated in March 2015. Further information about CMALT and guidelines for CMALT portfolios see <https://www.alt.ac.uk/get-involved/certified-membership> .

## How CMALT can be mapped to the UKPSF

### Areas of activity

		UKPSF				
		Areas of Activity				
		A1	A2	A3	A4	A5
<b>CMALT</b>		Design and plan learning activities and/or programmes of study	Teach and/or support learning	Assess and give feedback to learners	Develop effective learning environments and approaches to student support and guidance	Engage in continuing professional development in subjects / disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices
<b>1. Operational issues</b>	An understanding of the constraints and benefits of different technology	Understanding constraints and benefits essential to planning			Constraints and benefits understanding needed for environment development.	
	Technical knowledge and ability in the use of learning technology	Interplay between technical knowledge and design and plan			Effectiveness relies on technical knowledge and demonstrates it.	

	Supporting the deployment of learning technologies	Supporting through design and planning	Supporting learning through deploying technology		Supporting through developing environments	
<b>2. Teaching, learning and / or assessment processes</b>	An understanding of teaching, learning and / or assessment processes	Designing and planning requires understanding, especially in assessment	Delivery and support require understanding	Assessment and feedback require appropriate understanding		
	An understanding of your target learners	LT brings new groups of learners who need to be understood	Clear link between teaching and understanding learners		Effectiveness requires understanding of learners	
<b>3. The wider context</b>	Understanding and engaging with legislation, policies and standards				Policies and standards and legality part of effectiveness of learning environments	
<b>4. Communication - working with others</b>	Candidates should demonstrate their knowledge and skills in communication through working with others		Communication skills	Working with learners	Working with others	

<b>5. Specialist options</b>	Candidates are required to demonstrate evidence of independent practice in one or more specialist options					Independent practice incorporates CPD and evaluation etc.
	Note that the specialist options, chosen appropriately, may provide evidence in other boxes in the final row					

## Core knowledge

		UKPSF					
		Core Knowledge					
		K1	K2	K3	K4	K5	K6
<b>CMALT</b>		The subject material	Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	How students learn, both generally and within their subject / disciplinary area(s)	The use and value of appropriate learning technologies	Methods for evaluating the effectiveness of teaching	The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching
<b>1. Operational issues</b>	An understanding of the constraints and benefits of different technology				Use and value closely relates to understanding constraints and benefits		
	Technical knowledge and ability in the use of learning				Technical knowledge and ability needed to put to good use	Technology has a clear role in evaluating effectiveness	

	technology				and estimate value		
	Supporting the deployment of learning technologies		Appropriate support is often at programme level		Need for effective support key in use and value		The role of planned technology in providing "QAability"
<b>2. Teaching, learning and / or assessment processes</b>	An understanding of teaching, learning and / or assessment processes	Where the understanding is subject based	LT is often most effectively employed at the subject and programme levels	Clear match on understanding the learning process	Obvious major overlap		
	An understanding of your target learners			Distinctive learning styles of some LT learning users		Distinctive evaluation and feedback for LT learners	
<b>3. The wider context</b>	Understanding and engaging with legislation, policies and standards						Role of standards, (disability) legislation etc in QA and professional practice.
<b>4. Communication - working with others</b>	Candidates should demonstrate their					Communication	

	knowledge and skills in communication through working with others						
<b>5. Specialist options</b>	Candidates are required to demonstrate evidence of independent practice in one or more specialist options	Likely to be at the heart of independent practice					
	Note that the specialist options, chosen appropriately, may provide evidence in other boxes in the final row						

## Professional values

		UKPSF			
		Professional values			
		V1	V2	V3	V4
<b>CMALT</b>		Respect individual learners and diverse learning communities	Promote participation in higher education and equality of opportunity for learners	Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	Acknowledge the wider context in which higher education operates recognising the implications for professional practice
<b>1. Operational issues</b>	An understanding of the constraints and benefits of different technology	Constraints relate to respect of individuals and communities			
	Technical knowledge and ability in the use of learning technology		Role of technology in providing equality of opportunity for learners	Evidence informed approach	
	Supporting the deployment of learning technologies		Role of technology support in providing and promoting equal opportunity		



<b>2. Teaching, learning and / or assessment processes</b>	An understanding of teaching, learning and / or assessment processes			Evidence informed approach	
	An understanding of your target learners	With knowledge comes understanding and respect	The role of technology based learners in widening participation and promoting equality		Some learners come from a wider context such as WBL
<b>3. The wider context</b>	Understanding and engaging with legislation, policies and standards	Standards and legislation understanding	Policies and legislation to promote equality of opportunity		Societal standards, policies and legislation
<b>4. Communication - working with others</b>	Candidates should demonstrate their knowledge and skills in communication through working with others	Working with others and communication	Communication and working with others		Communication and working with others
<b>5. Specialist options</b>	Candidates are required to demonstrate evidence of independent practice in one or more specialist options			Independent practice requires the incorporation of evidence based research and scholarship	

	Note that the specialist options, chosen appropriately, may provide evidence in other boxes in the final row				



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