



The CMALT framework is mapped to a number of professional competency frameworks, providing practical advice on how to prepare your portfolio if you already have other professional accreditation.

This document provides a mapping of SEDA's Awards for Leading and Embedding Technology-Enhanced Learning and the Awards for Supporting technology-enhanced learning to the CMALT framework.

## Mapping 1: Leading and Embedding Technology-Enhanced Learning to CMALT

LEADING AND EMBEDDING TECHNOLOGY-ENHANCED LEARNING	CMALT
<p>The values and core principles of the two frameworks articulate shared values of professional practice. Seda's commitment to understanding how people learn is reflected in ALT's principle of exploring and understanding the interplay between technology and learning. Similarly, there is a joint emphasis on working in collaboration and taking active part in knowledge exchange.</p> <p>Both frameworks place value on professionalism, reflection and ethical practice.</p>	
<p><b>VALUES</b></p> <p>Award recipients will have shown how their work is informed by the SEDA Values:</p> <ol style="list-style-type: none"> <li>1. Developing understanding of how people learn</li> <li>2. Practicing in ways that are scholarly, professional and ethical</li> <li>3. Working with and developing learning communities</li> <li>4. Valuing diversity and promoting</li> </ol>	<p><b>Core Principles</b></p> <p>The four core CMALT principles and values are:</p> <ul style="list-style-type: none"> <li>• A commitment to exploring and understanding the interplay between technology and learning.</li> <li>• A commitment to keep up to date with new technologies.</li> <li>• An empathy with and willingness to learn from colleagues from</li> </ul>

<p>inclusivity</p> <p>5. Continually reflecting on practice to develop ourselves, others and processes</p>	<p>different backgrounds and specialist areas.</p> <ul style="list-style-type: none"> <li>• A commitment to communicate and disseminate effective practice.</li> </ul> <p>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.</p>
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Both the SEDA Award and CMALT Accreditation enable recipients to demonstrate key knowledge and experience in relation to professional development and the relationship to their practice and the principles and values underlying each framework. There is a commitment to exploring and understanding how learning takes place and how this is related to technology across each framework.

<p><b>CORE DEVELOPMENT OUTCOMES</b></p> <p>Award recipients will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify their own professional development goals, directions or priorities</li> <li>2. Plan for the initial and/or continuing professional development</li> <li>3. Undertake appropriate development activities</li> <li>4. Review their development and their practice, and the relations between them.</li> </ol>	<p>In order to gain CMALT accreditation, throughout your portfolio you need to:</p> <ul style="list-style-type: none"> <li>• Demonstrate and reflect on your knowledge and experience in four Core areas and subsections;</li> <li>• Demonstrate and reflect on your knowledge in at least one Specialist area;</li> <li>• Demonstrate your commitment to the core principles and values which underlie CMALT.</li> </ul>
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Both Frameworks enable recipients to demonstrate competencies in key areas in relation to the constraints and benefits of using learning technologies and how these can be applied within the wider learning context.

Generally, we advise that:

Seda's Specialist Outcome 1 maps to CMALT Core Area 1a.

Seda's Specialist Outcome 2 maps to CMALT Core Areas 3 and 4.

Seda's Specialist Outcome 3 maps to CMALT Core Area 2.

Seda's Specialist Outcome 4 maps to CMALT Core Areas 1b, 1c and 2.

Depending on your context there may be other overlaps between frameworks.

## SPECIALIST OUTCOMES

Additionally award recipients will be able to:

1. Analyse the opportunities and constraints of applying and/or embedding particular educational technologies or technology-enhanced approaches to the specific learning contexts, to include a review of relevant literature and/or policy
2. Develop a strategy, plan or design for the wider integration of educational technologies or technology-enhanced approaches within the chosen learning contexts
3. Implement or ensure the implementation of the strategy, plan or design
4. Evaluate the effectiveness and impact of the implementation, and recommend possible future or wider strategies and developments.

## Core and Specialist Areas 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

## Mapping 2: Supporting technology-enhanced learning

Supporting technology-enhanced learning	CMALT
<p>The values and core principles of the two frameworks articulate shared values of professional practice. Seda's commitment to understanding how people learn is reflected in ALT's principle of exploring and understanding the interplay between technology and learning. Similarly, there is a joint emphasis on working in collaboration and taking active part in knowledge exchange.</p> <p>Both frameworks place value on professionalism, reflection and ethical practice.</p>	
<p><b>VALUES</b></p> <p>Award recipients will have shown how their work is informed by the SEDA Values:</p> <ol style="list-style-type: none"> <li>1. Developing understanding of how people learn</li> <li>2. Practicing in ways that are scholarly, professional and ethical</li> <li>3. Working with and developing learning communities</li> <li>4. Valuing diversity and promoting inclusivity</li> <li>5. Continually reflecting on practice to develop ourselves, others and processes.</li> </ol>	<p><b>Core Principles</b></p> <p>The four core CMALT principles and values are:</p> <ul style="list-style-type: none"> <li>• A commitment to exploring and understanding the interplay between technology and learning.</li> <li>• A commitment to keep up to date with new technologies.</li> <li>• An empathy with and willingness to learn from colleagues from different backgrounds and specialist areas.</li> <li>• A commitment to communicate and disseminate effective practice.</li> </ul> <p>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.</p>
<p>Both the SEDA Award and CMALT Accreditation enable recipients to demonstrate key knowledge and experience in relation to professional development and the relationship to their practice and the principles and values underlying each</p>	

<p>framework. There is a commitment to exploring and understanding how learning takes place and how this is related to technology across each framework.</p>	
<p><b>CORE DEVELOPMENT OUTCOMES</b></p> <p>Award recipients will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify their own professional development goals, directions or priorities</li> <li>2. Plan for the initial and/or continuing professional development</li> <li>3. Undertake appropriate development activities</li> <li>4. Review their development and their practice, and the relations between them</li> </ol>	<p>In order to gain CMALT accreditation, throughout your portfolio you need to:</p> <ul style="list-style-type: none"> <li>• Demonstrate and reflect on your knowledge and experience in four Core areas and subsections;</li> <li>• Demonstrate and reflect on your knowledge in at least one Specialist area;</li> <li>• Demonstrate your commitment to the core principles and values which underlie CMALT.</li> </ul>
<p>Both Frameworks enable recipients to demonstrate competencies in key areas in relation to the constraints and benefits of using learning technologies and how these can be applied within the wider learning context.</p> <p>Generally, we advise that:</p> <p>Seda's Specialist Outcome 1 maps to CMALT Core Area 1.</p> <p>Seda's Specialist Outcome 2 maps to CMALT Core Areas 1 and 2.</p> <p>Seda's Specialist Outcome 3 maps to CMALT Core Area 2 and 3.</p> <p>Seda's Specialist Outcome 4 maps to CMALT Core Areas 1a, 1b, 3 and 5.</p> <p>Depending on your context there may be other overlaps between frameworks.</p>	
<p><b>SPECIALIST OUTCOMES</b></p> <p>Additionally award recipients will be able to:</p> <ol style="list-style-type: none"> <li>1. Justify the selection of educational technologies, or technology-enhanced approaches, to support learning</li> </ol>	<p>Core and Specialist Areas Contextual statement</p> <p>1: Operational Issues:</p> <ul style="list-style-type: none"> <li>• 1a: An understanding of the constraints and benefits of different technology</li> <li>• 1b: Technical knowledge and ability in the use of Learning</li> </ul>

<p>within a specific context or for a particular educational purpose</p> <ol style="list-style-type: none"> <li>2. Review the opportunities and constraints of the chosen technologies or technology-enabled approaches within the specified context</li> <li>3. Implement the selected technologies or technology-enhanced approaches within the specified context</li> <li>4. Evaluate or reflect upon the effectiveness, and draw implications for our own professional practice</li> </ol>	<p>Technology</p> <ul style="list-style-type: none"> <li>● 1c: Supporting the deployment of learning technologies</li> </ul> <p>2: Learning, Teaching and Assessment processes</p> <ul style="list-style-type: none"> <li>● 2a: An understanding of teaching, learning and/or assessment processes</li> <li>● 2b: An understanding of your target learners</li> </ul> <p>3: The Wider Context: Understanding and engaging with legislation, policies and standards</p> <ul style="list-style-type: none"> <li>● 3a: Understanding and engaging with legislation</li> <li>● 3b: Understanding and engaging with policies and standards</li> </ul> <p>4: Communication and working with others</p> <ul style="list-style-type: none"> <li>● 4a: Communication and working with others</li> </ul> <p>5: Specialist areas</p> <ul style="list-style-type: none"> <li>● 5a: Specialist area 1</li> <li>● 5b: Specialist area 2</li> </ul>
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## About ALT

The Association for Learning Technology (ALT) is an independent charity and the leading professional body for Learning Technology in the UK. Since 1993 we have represented individual and organisational Members from all sectors including Further and Higher Education and industry. As Learning Technology has become a fundamental part of learning, teaching and assessment, we provide recognition and accreditation for all with a professional interest in Learning Technology.

### CMALT Accreditation Framework

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

Find out more at <https://www.alt.ac.uk/certified-membership>.

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

## About SEDA

SEDA is the professional association for staff and educational developers in the UK, promoting innovation and good practice in higher education.

SEDA is seen by many as the shaper of thought and initiator of action in staff and educational development, not only in the UK but in the international domain also.

SEDA can offer you and your university the opportunity to be part of a national network of people engaged in staff and educational development. This allows you to keep abreast of good practice and policy initiatives, while playing a part in shaping the future and contributing to national debate.



## SEDA Supporting Technology-Enhanced Learning

This is one of the named awards available through SEDA's Professional Development Framework. It is relevant to all staff involved in using digital and other educational technologies (including discipline specific technologies) as part of their professional work, where there is a focus on enhancing teaching and student learning, or supporting the development of teachers or other staff.

<https://www.seda.ac.uk/leading-and-embedding-technology-enhanced-learning>

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