



CMALT Assessment Form

Name of CMALT Candidate:

Phil Barker

Portfolio URL:

<https://goo.gl/NQrWg2>

Lead A = Lead Assessor 2nd A = other Assessor Final = completed by Lead A	Please complete the relevant column by adding either S, A or I.			Comments (particularly if description, evidence and/or reflection are 'inadequate')
Section	Lead A	2nd A	Final	
Core area 1: Operational Issues				
a) An understanding of the constraints and benefits of different technologies	S	S	S	Insightful section, reflecting well on the constraints of using different technologies and suggesting a solution to ensure consistency for learners.
b) Technical knowledge and ability in the use of learning technology	A/S	S	S	Good evidence of knowledge and application, including reflections on success and challenges of using these technologies. Could include more reflection directly related to learners; how your technical knowledge/ability relates to the learning environment.
c) Supporting the deployment of learning technologies	A/S	S	A	Evidence of supporting deployment and reflection on the support required for a successful project. Could include more reflection about learners and learning, and how these might influence decisions around the deployment of learning technologies.
Core area 2: Learning, teaching and assessment				

a) An understanding of teaching, learning and/or assessment processes	A	A	A	Good evidence of involvement but would like to see where any existing frameworks or theories underpin this work and how these are adopted in your approach to teaching, learning & assessment.
b) An understanding of your target learners	A	A	A	Would like you to identify who your target learners are and how/why they might use a particular technology. Reading reflective learning logs clearly provides you with insight into your learners needs.
Core area 3: The wider context	<i>Candidates should address at least two topics. Either two legal or one legal and one policy or standards as a minimum.</i>			
a) Area 1:	I	I	I	Good understanding of how procedures underpin the approach to TEL. However, it lacks sufficient reflection. You may wish to expand on your final sentence in this section. How best to address this issue? What would you suggest as good practice? Are there existing pedagogic practices that seek to support students whatever their learning needs may be? Evidence displays a good knowledge of some of the challenges around the conflict between copyright/IPR and OEP/OER, knowledge sharing. However, it lacks sufficient reflection on what is a very challenging space. You may wish to expand a bit more on why common IPR practice is 'unsustainable?'; and what an alternative or alternatives might look like. Interested to hear your ideas/opinions as to the best way forward.
Area 2:	I	I	I	
b) Policy	A/S	A	A	Good example and evidence to support the role played in policy development and aspects of implementation but you could discuss and reflect on this further and talk about how these policies impact the learner.
Core area 4: Communication - Working with others				

	A	A	A	Good example of working with others and collaborating. Could be strengthened by more focus/discussion around the way technologies impact on communication. Also, more discussion about the use of networks, communities of practice, communication with external practitioners. Wondering if there were other channels, internal, external where you were active and what benefits you found in these?
Specialist option(s) Write the titles below.	<i>Candidates are required to include at least 1 specialist option.</i>			
1. Platforms for OER dissemination	S	S	S	Insightful and fascinating section around OER and benefits to institutions and individuals about working in this way. Strong evidence to support, and an engaging reflection.
2. Technical standards for education	S	S	S	Strong submission, interesting to read about this area and gain an understanding of these projects. Would like to know more about the impact for learners.
3.				
The four core principles	<i>Applied to the whole portfolio.</i>			
A commitment to exploring and understanding the interplay between technology and learning.	A	S	A	This is a thread throughout the portfolio, although would like to have seen more evidence and reflection to support this understanding.
A commitment to keep up to date with new technologies.	S	S	S	Evident throughout the portfolio.
An empathy with and willingness to learn from colleagues from different backgrounds and specialisms.	A/S	S	S	Shows strong evidence of working, presenting and publishing with colleagues and having gained understanding from their work.
A commitment to communicate and	A/S	S	S	Through the blogs and presentations there is a willingness to share and

disseminate effective practice.				communicate your practice.
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Comments:

If the portfolio is a referral, please provide practical feedback on which sections need to be revised .and which components (description, evidence and/or reflection) are not adequate or strong.

Overall an articulate and insightful portfolio accompanied by appropriate evidence and contextualised reflection in most areas. However, in order to award a pass some minor amendments are required in Section 3a - Understanding and engaging with legislation, policies and standards: in particular, Area 1 - student needs, and Area 2 - copyright, licensing and other IPR. Both of these areas require a greater depth and breadth of reflection. The details of this requirement are noted in the comments panel for each area.

These amendments would demonstrate to the assessors that the candidate has engaged with an appropriate level of reflection required in respect to the subjects chosen, which can have significant impact and influence on pedagogic practices in the use of educational technologies.

Assessment outcome:

Final decision (jointly taken, noted by Lead Assessor in the third column):

1 st submission:	Referral
2 nd submission (after referral):	Pass or Fail (delete as appropriate)

ALT signed: Thomas Palmer Dated: 27/11/2017

Notes for assessors

Before beginning the assessment process and completing this form, please read the Guidelines for CMALT (<http://goo.gl/KAcM3i>)

The task of the assessors is firstly, independently, to assess the portfolio and complete this form. Once the independent assessments are complete, the assessors exchange results. Next, both assessors jointly agree a decision. To assist them in determining the standard of each section of the portfolio, assessors will take account of the “benchmark” portfolio examples provided.

The Lead Assessor should communicate the outcome of the assessment process or any delays of the assessment to ALT (cmalt@alt.ac.uk), who will communicate with the candidate. Email exchanges between the assessors should be copied for information to the cmalt@alt.ac.uk, to enable progress to be monitored.

The principles and values that inform the development of the scheme 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 options.
- A commitment to communicate and disseminate effective practice.

These should be kept in mind when assessing the portfolio and examining evidence, both for the core areas and specialist options.

Assessors should judge each section of the portfolio as being of one of the following standards:

1. **Strong:** There is well documented and highly convincing description of what they have done, evidence that they have done it **and** reflection on it.
2. **Adequate:** There is complete and credible description of what they have done, evidence that

- they have done it **and** reflection on it. Note that even if two of description, evidence and reflection are strong the section can only be marked as adequate if any of them is adequate
3. Inadequate: At least one of description, evidence and reflection are inadequate (or non-existent). Where a section is marked as adequate or inadequate comments must be provided which will enable the candidate to bring the section up to the necessary standard.

The contents of the form minus the names of the assessors will be shared with the candidate. If the outcome of the assessment is a Referral or a Fail, the Lead Assessor should summarise the reasons in the comments section indicating, in the case of a referral what improvements are needed in the candidate's portfolio prior to resubmission by the candidate.

Assessment outcomes

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

- Pass:
Both assessors should agree that the portfolio adequately or strongly meets the criteria for all the sections including at least one specialist option (ie all sections have received an adequate or strong from both assessors);
- Referral:
This would arise if at least one assessor judges 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. 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:
Both assessors should agree that the portfolio now adequately or strongly meets the criteria for all the sections including at least one specialist option;
- Fail:
This would arise if both assessors judge one or more sections of the portfolio to be inadequate. In this case to the lead assessor will write a feedback statement to be sent to the candidate.