



CMALT Assessment Transcript

About this Portfolio

Candidate Name Karl Horning

Portfolio (link) <https://www.karlorning.dev/cmalt>

CMALT Pathway CMALT

Assessment Type First Submission

Date of Issue 15 May 2026

Peer Assessment Results

Below is a summary of your assessment:

| Contextual Statement | |
|---|-----------------|
| The candidates contextual statement is not assessed but is a required section | Complete |

| Core area 1: Operational issues | | |
|---|---------------|-----------------|
| a) An understanding of the constraints and benefits of different technologies | Strong | Adequate |
| b) Technical knowledge and ability in the use of learning technology | Strong | Adequate |
| c) Supporting the deployment of learning technologies | Strong | Adequate |



| Core area 2: Learning, teaching and assessment | | |
|---|---------------|-----------------|
| a) An understanding of teaching, learning and/or assessment processes | Strong | Adequate |
| b) An understanding of your target learners | Strong | Strong |

| Core area 3: The wider context | | |
|---|---------------|-----------------|
| Senior CMALT candidates must cover one or more legislative area in section a) and one or more policy area in section b) | | |
| a) Understanding and engaging with legislation | Strong | Strong |
| b) Understanding and engaging with policies and standards | Strong | Adequate |

| Core area 4: Communication - Working with others | | |
|---|---------------|-----------------|
| 4a: Communication and working with others | Strong | Adequate |

| Specialist option(s) | | |
|---|---------------|-----------------|
| Senior CMALT Candidates are required to include two specialist options. | | |
| Specialist Area 1 | Strong | Adequate |
| Specialist Area 2 | N/A | N/A |

| Advanced area(s) | | |
|---|------------|------------|
| Senior Candidates are required to include at least one advanced area. | | |
| Advanced Area | N/A | N/A |

| | |
|--|-----------------|
| Future Plans | |
| The candidates future plans are not assessed but is a required section | Complete |

| | | |
|--|---------------|---------------|
| Demonstrating the four core principles (applied to the whole portfolio) | | |
| A commitment to exploring and understanding the interplay between technology and learning. | Strong | Strong |
| A commitment to keep up to date with new technologies. | Strong | Strong |
| An empathy with and willingness to learn from colleagues from different backgrounds and specialisms. | Strong | Strong |
| A commitment to communicate and disseminate effective practice. | Strong | Strong |

Assessment Grading

- **Strong:** Description, evidence and reflection are notably strong: the section is well-documented and highly convincing;
- **Adequate:** Description, evidence and reflection adequately demonstrate competence: the section is both complete and credible;
- **Revisions required:** At least one of description, evidence and reflection either need improvement or are insufficiently covered/absent.
- **Incomplete/missing:** Section is incomplete or missing required information
- **Not Applicable:** This section does not apply to this submission

Assessment outcome

Pass with Distinction

Feedback

Assessor 1

An excellent portfolio, well-presented, with clear adherence to the template and requirements. The summary of each section was a welcome touch, and throughout, there is clear expertise, experience, reflection and evidence in all areas. The commitment to ALT Principles is present throughout, and the contributions to the sector are clear. The candidate's rich background is well summarised and a variety of examples have been carefully chosen and discussed at appropriate length, with suitable evidence.

This portfolio, if the candidate is willing to share, would be a welcome addition to the CMALT register of exemplar portfolios, which are shared with prospective candidates.

Assessor 2

This is a well-documented and well-presented portfolio, with a consistently clear structure throughout to aid the assessors in evaluating the candidate's adherence to the standards and the ALT core principles and values, particularly in championing and embedding digital accessibility and inclusivity approaches in their practice, as well as a strong commitment to exploring and understanding the interplay between technology and learning (specifically in section 3a). Each section contains an appropriate narrative that is well-evidenced, although in one or two sections their contributions were less clearly stated (as the candidate wrote generally about the team's work), or slightly less balanced with their descriptive elements; at other times, the same evidence was re-used where perhaps more relevant or a broader range of different evidence would have strengthened their narrative even further. Nevertheless, the candidate should be commended for their notably strong reflections throughout, which provide useful insights into the impacts their work has had on learners and stakeholders, considering the lessons learnt and how their practice has changed as a result, e.g. this was surfaced exceptionally well in section 2b on understanding their target learners' needs. A general word of caution: there is an abundance of italicised text contained throughout the portfolio, which can reduce legibility and increase cognitive load for screen users, especially for readers who have dyslexia. Overall, this portfolio demonstrates clear and convincing evidence of reflective practice across each of its sections, and the candidate should be encouraged to share their portfolio via the CMALT register if they so wish.

Assessment outcomes explained

| | |
|--|---|
| 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 resubmit a revised portfolio for review, highlighting or summarising 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 resubmit a revised portfolio for re-assessment, highlighting or summarising where revisions have been made. |
| Fail | A re-submitted portfolio previously assessed as requiring major revisions cannot be recommended for accreditation. |