



CTDP Portfolio Authentication Guidance

Candidates may register to complete the portfolio authentication process. Documentation is accessed via the website (worksheet and reference form) and candidates work at their own pace within the one-year timeline following the guidelines on the portfolio authentication worksheet to document their unique portfolio.

Important to note when undertaking this individual assessment:

- Candidates must complete a minimum of two of the three categories outlined in the portfolio worksheet.
- Category two is a **mandatory** selection and must be passed to pass the overall assessment.
- Candidates must fully complete the categories selected; partial completion of the categories is not acceptable. For example, in category two, candidates must select three of the five optional choices and complete these fully.
- Candidates may choose to complete only two categories (categories one and two or categories two and three) or may choose to complete all three categories and document more than the minimum requirements; many candidates elect to do so to showcase their portfolio.
- Candidates must follow the documentation requirements in writing their portfolio examples. For example, the specific instructions for category two state, “Please include the following in your descriptions: the relevant competency that aligns to your example, the date, your key role, the organization, context, the executive summary and impact to the organization.” An acceptable answer must include all of these elements.

Candidate questions most often asked:

- How much detail is required or how long should the portfolio be?
 - The portfolio documentation should be written using an executive brief methodology and meet the key criteria requirements.
 - Candidates may select the level of detail they wish to incorporate and this will vary depending on the individual candidate’s style of writing.
- Can I use the same example for more than one area?
 - The examples selected should refer to different projects completed over the past 12 years and should not include projects from more than 12 years ago (counted from the candidate’s application date).
- Can I use examples that started more than 12 years ago?
 - On rare occasions where a project has spanned an extensive amount of time and where a formal needs assessment was conducted and then followed by a detailed intervention, an exception can be made but each example should be specifically articulated.
- My files are proprietary. Do I have to submit my actual evidence?
 - No, but take care to include sufficient detail on the example and cover all the required areas.
 - Even when candidates elect to submit supporting documentation, they must still complete the worksheet addressing the key criteria requirements. Simply including a direction to “see the attached document” does not meet the requirements.

- What if I don't have a degree in adult education?
 - Candidates may show equivalent learning by detailing at least 100 hours of professional development in the area of learning and development completed over the past five years and must include the name of the course or event, the date, the organization delivering the course, what was achieved, and the total hours.
 - Candidates may include any other designations or certifications relating to adult learning and performance (e.g., Myers-Briggs or an internal Train-the-Trainer designation).
- Can the award of excellence be internal or external?
 - Yes, and in each case, a copy of the award must accompany the submission.
- For the impact statement does it have to be ROI metrics or can it be a statement of the outcome?
 - The example selected is not required to be ROI metrics but the candidate should be able to articulate a key impact to the organization and clearly describe the impact resulting from the candidate's leadership.
- In category three what is considered to be a significant body of work?

Sometimes candidates misunderstand this requirement. Referencing the Designing Curricula competency can clarify what represents a significant body of work. For example, a curriculum can constitute a significant body of work and would include the design of frameworks for sets of interrelated learning experiences (but not several unrelated courses), materials intended to build competence for many groups of learners, over several months or years, and additional informational materials such as guidebooks and job aids.

Don't forget:

- To include a description of how the Competencies for Performance and Learning Professionals© have informed and guided the candidate's work. Review the opening pages of the Competencies for Performance and Learning Professionals© and the introduction pages to each competency. Candidates should be at a "proficient" level rather than "adequate" level and this documentation is critical to show evidence that the experience level that of a senior learning leader.
- To align the Competencies for Performance and Learning Professionals© with the specific examples.. All work examples must clearly identify which competency aligns and how that competency is reflected in the documentation.
- To provide sufficient detail. At a minimum, the specific areas required must be covered in enough detail to fulfill the requirement without the need to see the actual work evidence. For example, the context should explain why and how the example was assigned to the candidate. The role and multiple elements involved should be documented with an explanation of how the Competencies for Performance and Learning Professionals© have informed and guided the work. The description should be logical and sequential in a way that answers the continual question "and then what happened"?
- To include an impact statement, which is a critical piece in the documentation process and reflects the importance of the example and the candidate's leadership throughout the project. The candidate must provide a sufficiently strong impact statement to justify the inclusion of that example in the portfolio.