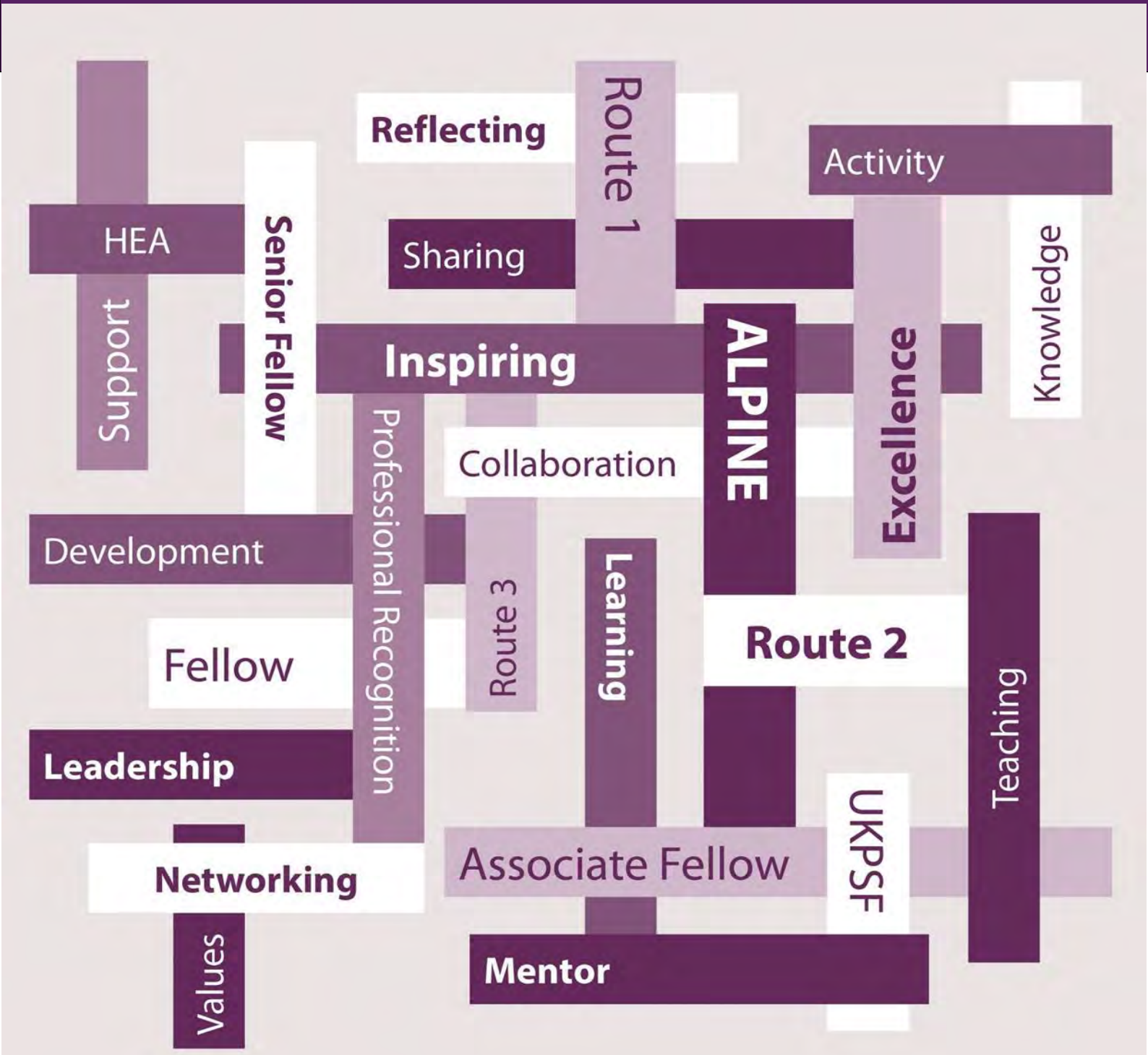
University of the Highlands and Islands
Oilthigh na Gàidhealtachd agus nan Eilean

Learning and Teaching Academy
Acadamaidh Ionnsachaidh is Teagaisg

Introduction to ALPINE



Seeking Recognition through Postgraduate Certificates

October 2019 Revision

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University of the Highlands and Islands
Oilthigh na Gàidhealtachd agus nan Eilean

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1. INTRODUCTION

ALPINE (Accredited Learning, Professional development and Innovation in Education) is the University of the Highlands and Islands institutional scheme for the professional recognition of practice in learning and teaching, supporting learning and teaching, and educational leadership in Higher Education. ALPINE is run through the university's Learning and Teaching Academy (LTA), and is central to the work of the LTA in supporting the development, sharing and recognition of good practice in learning and teaching, providing professional development pathways and opportunities for colleagues who work in education-related roles, and supporting colleagues to engage in and also disseminate their own educational scholarship and research.

ALPINE is open to all colleagues in the university who are in a learning and teaching role, learning and teaching related role, or leadership role that is Higher Education focused. This includes academic staff with a teaching responsibility for provision at SCQF level 7 upwards, staff who support learning and teaching at SCQF level 7 and above, postgraduate students who have teaching and student support related responsibilities, and employed student officers of HISA (Highlands and Islands Students Association) who are engaged in relevant activities.

ALPINE is also to open staff from SRUC who are students on one of the Postgraduate Certificate programmes, and who are pursuing Recognition Routes 1 or 2 as described in this guide.

The ALPINE scheme is aligned with and accredited against the UK Professional Standards Framework (UKPSF) for Teaching and Supporting Learning in Higher Education (UKPSF), and provides the opportunity for colleagues to seek professional recognition as an Associate Fellow, Fellow, or Senior Fellow of the **Higher Education Academy (HEA)**. ALPINE also provides mentoring support for Principal Fellow applicants who apply directly to Advance HE for recognition as a Principal Fellow of the HEA. Advance HE was formed in March 2018, following the merger of the Equality Challenge Unit, The Higher Education Academy and the Leadership Foundation for Higher Education. Advance HE maintains the UKPSF and professional recognition through HEA Fellowships on behalf of the UK sector for the purposes of promoting and recognising good practice in learning and teaching, learning support, and educational leadership in Higher Education.

The purpose of this guide is to introduce you to the UKPSF and the different categories of Fellowship of the HEA, to explain the ethos and nature of the ALPINE scheme including the benefits of recognition, and to explain the recognition process for those seeking recognition through what we refer to as Routes 1 and 2.

Routes 1 and 2 of the ALPINE scheme involve engaging with the Postgraduate Certificate in Tertiary and Higher Education, Postgraduate Certificate Digital Pedagogy, or Postgraduate Certificate Clinical Pedagogy in order to gain recognition as either an Associate Fellow or Fellow of the Higher Education Academy.

ALPINE also offers a third route to Fellowship recognition. Route 3 - Portfolio of Professional Practice is for colleagues with more than two years teaching or professional practice in Higher Education and who would not be expected to undertake a relevant Postgraduate Certificate, and who instead submit a portfolio of evidence and examples. A separate document is available for colleagues pursuing this pathway.

1.2 The UK Professional Standards Framework (UKPSF)

The UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (UKPSF) exists to support the professional development of staff engaged in learning and teaching, to foster creative and effective approaches to learning, teaching and assessment, and to facilitate the recognition of individuals and institutions with respect to professionalism in practice and a commitment to enhancement-led approaches to learning and teaching, learning support, and educational leadership (UKPSF, 2011, p.2).

The UKPSF comprises three dimensions: Areas of Activity, Core Knowledge, and Professional Values as illustrated below. In terms of recognition of the ALPINE scheme at an institutional level, UHI has provided evidence to Advance HE of the range of ways in which the key components of the ALPINE scheme (our routes to recognition, our institutional CPD provision, and the professional recognition process itself) are aligned with the UKPSF and the categories of Fellowship we offer.

Areas of Activity	Core Knowledge
A1 Design and plan learning activities and/or programmes of study **A2** Teach and/or support learning **A3** Assess and give feedback to learners **A4** Develop effective learning environments and approaches to student support and guidance **A5** Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	**K1** The subject material **K2** Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme **K3** How students learn, both generally and within their subject/disciplinary area(s) **K4** The use and value of appropriate learning technologies **K5** Methods for evaluating the effectiveness of teaching **K6** The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching
Professional values	
V1 Respect individual learners and diverse learning communities **V2** Promote participation in higher education and equality of opportunity for learners **V3** Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development **V4** Acknowledge the wider context in which higher education operates recognising the implications for professional practice	

With respect to how you seek professional recognition, the UKPSF provides four categories of Descriptor (1 - 4) that correspond with different categories of Fellowship of the Higher Education Academy (Associate Fellow, Fellow, Senior Fellow and Principal Fellow).

Recognition within each of the Descriptor categories requires that you to provide a certain level evidence of your engagement with the **three dimensions** of the UKPSF, in addition to evidence of meeting the **criteria which are specific to the Descriptor for the Fellowship category** in question.

1.3 Fellowship Category Descriptors

The table below outlines the criteria to be met at Descriptor 1 and 2 (which respectively correspond to recognition as Associate Fellow or Fellow of the Higher Education Academy).

Descriptor 1 - Associate Fellow
I. Successful engagement with **at least two** of the five Areas of Activity II. Successful engagement in appropriate teaching and practices related to these Areas of Activity III. Appropriate Core Knowledge and understanding of **at least** K1 and K2 IV. A commitment to appropriate Professional Values in facilitating others' learning V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities
Descriptor 2 – Fellow
I. Successful engagement **across all five** Areas of Activity II. Appropriate knowledge and understanding across all aspects of Core Knowledge III. A commitment to all the Professional Values IV. Successful engagement in appropriate teaching practices related to the Areas of Activity V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices

The requirements for recognition as an **Associate Fellow** of the HEA are based on evidence of successful engagement with a minimum of two of the five Areas of Activity, appropriate Core Knowledge with respect to K1 and K2, and a commitment to appropriate Professional Values.

Recognition as an Associate Fellow is typically aligned with colleagues who are in learning and teaching related, learning support, or professional service roles that support academic provision, and therefore engagement will all aspects of the UKPSF is not expected.

The requirements for recognition as a **Fellow** of the HEA, which is typically aligned with those who hold substantive learning and teaching roles, are based on full engagement with all three dimensions of the UKPSF in addition to related professional activities.

Recognition as a **Senior Fellow of the HEA** also requires evidence of engagement across all three dimensions of the UKPSF, and meeting a range of criteria focused on educational leadership.

Descriptor 3 - Senior Fellow
I. Successful engagement **across all five** Areas of Activity
II. Appropriate knowledge and understanding across all aspects of Core Knowledge
III. A commitment to all the Professional Values
IV. Successful engagement in appropriate teaching practices related to the Areas of Activity
V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice
VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices
VII. Successful co-ordination, support, supervision, management and/or Mentoring of others (whether individuals and/or teams) in relation to teaching and learning
Descriptor 4 - Principal Fellow
I. **Active commitment to and championing of all Dimensions of the Framework**, through work with students and staff, and in institutional developments
II. Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)national settings
III. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through Mentoring, coaching) in delivering high quality teaching and support for learning
IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)
V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices

Recognition as **Principal Fellow** is based on evidence of strategic academic leadership with impact on learning and teaching at an institutional level, and also beyond the institution. While ALPINE

does not offer recognition at Descriptor 4, the scheme does provide mentoring support for colleagues who wish to apply directly to the Advance HE for Principal Fellowship.

The UKPSF provides further information on Descriptors 1 to 4, including the role and career stage normally expected for those who are seeking recognition as Associate Fellow, Fellow, Senior Fellow, or Principal Fellow of the HEA (https://www.heacademy.ac.uk/professional-recognition/uk-professional-standards-framework-ukpsf)

1.4 ALPINE Routes to Recognition

The ALPINE scheme offers three routes to professional recognition, each of which is aligned to different categories of Fellowship within the UKPSF as described below.

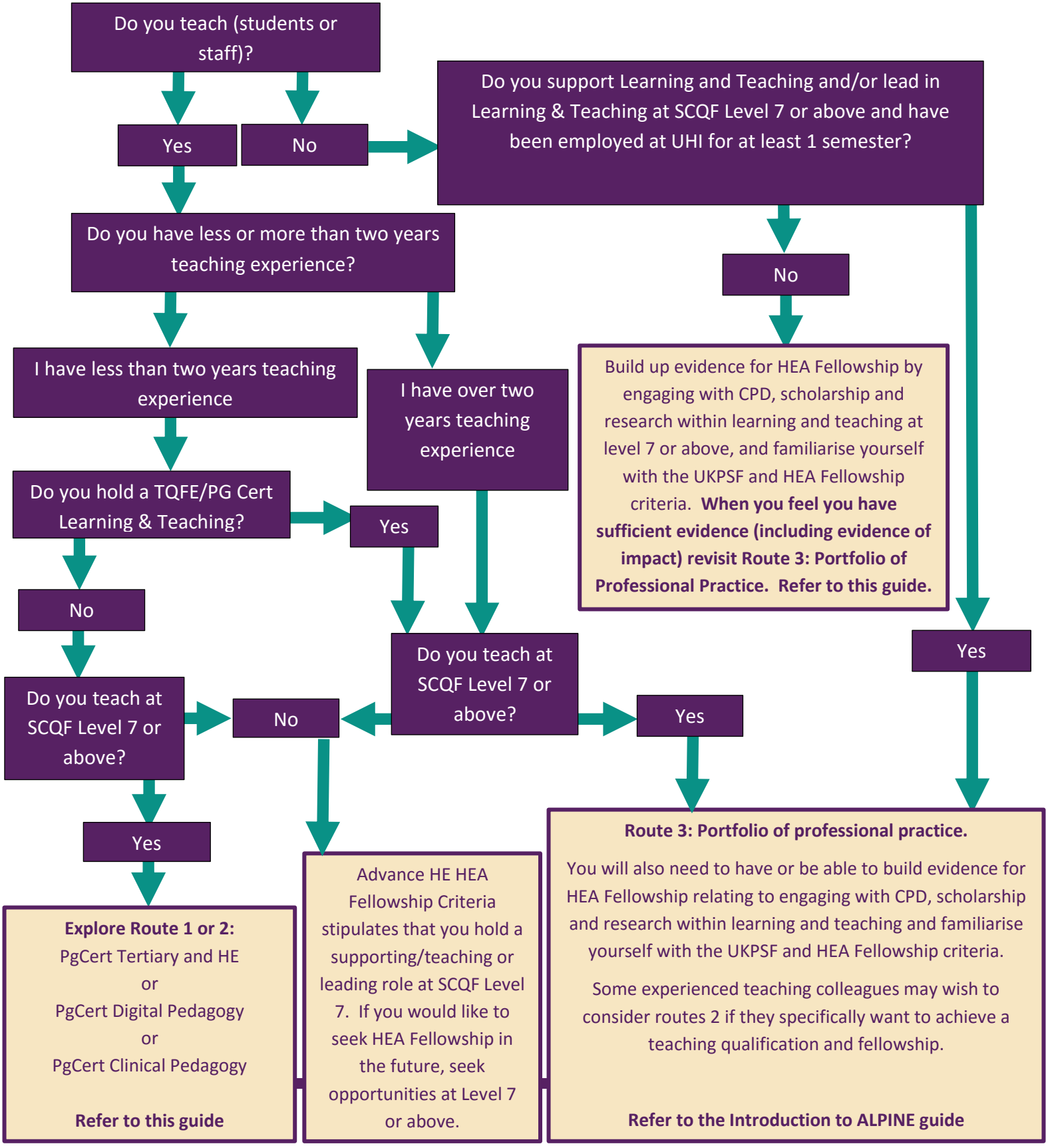
Recognition Route 1 **Completion of Learning and Teaching in Tertiary and Higher Education Module**
This route allows members of staff including postgraduate students with specific but narrowly-defined HE teaching responsibilities, or who are in learning or educational development support roles, to complete the Learning and Teaching in Tertiary and Higher Education module on a stand-alone basis and seek recognition as an Associate Fellow of the HEA. This involves completing the assessments for the module, a Reflective Narrative Matrix and Teaching Observation to capture their engagement with the relevant dimensions of the UKPSF.

Recognition Route 2 Completion of the Postgraduate Certificate Tertiary and Higher Education / Postgraduate Certificate Digital Pedagogy / Postgraduate Certificate Clinical Pedagogy
The above PG Certificates are part of the Masters of Education suite of programmes. Each of the above 60 credit awards comprises the module Learning and Teaching in Tertiary and Higher Education, in addition to two other modules relevant for the specific named award. The content and activities of the modules that comprise each of the above named awards are aligned with and require engagement with the UKPSF At the end of each module students produce a Reflective Narrative to evidence engagement with relevant aspects of the UKPSF during the module just completed, and at the end of the PG Cert complete a wraparound Reflective Narrative to evidence engagement with all aspects of the UKPSF. Successful completion of the PG Cert including coursework, teaching observation (for the common first module) and reflective narratives will result in recognition as Fellow of the HEA. New members of staff who have a HE teaching role, and who have yet to complete a relevant teaching qualification, are expected to pursue recognition Route 2.
Recognition Route 3- HEA **Portfolio of Professional Practice**
This recognition route allows colleagues with appropriate professional experience, and who may already hold a relevant teaching qualification, to produce an e-portfolio of evidence to be used as the basis for recognition as an Associate Fellow, Fellow, or Senior Fellow of the HEA. The nature and range of the evidence to be produced is determined by the category of Fellowship recognition that is being applied for, as outlined in Section 3.

This guide relates specifically to Routes 1 and 2 as described above, for colleagues seeking recognition as Associate Fellow of the HEA through completing the Learning and Teaching in Tertiary and Higher Education Module, or seeking recognition as Fellow of the HEA through completing the Postgraduate Certificate Tertiary and Higher Education, Postgraduate Certificate Digital Pedagogy or the Postgraduate Certificate Clinical Pedagogy.

The route map diagram on the next page provides guidance on eligibility for routes in ALPINE.

1.5 ALPINE Scheme Recognition Route Map



1.6 Ethos and guiding principles

The ALPINE scheme provides an important, visible means to underline the university's commitment and your own commitment to providing a high quality learning and teaching experience at UHI, and ensuring that our staff including yourself as an individual practitioner are professionally recognised at a national standard for the nature of your practice.

However the ALPINE scheme has an important role to play at the University of the Highlands and Islands beyond the recognition of our staff against the UKPSF. ALPINE is also intended to provide a platform for the development of effective learning and teaching, educational scholarship and research, and educational leadership in ways that meet the challenges and opportunities of implementing and sharing good practice within our distributed University.

ALPINE is also important to realising our ambitions with respect to key strategic developments including the continued growth of our Learning and Teaching Academy (LTA), and the implementation of the university's Learning and Teaching Enhancement Strategy 2017-2021 and the common values for educational enhancement that it contains.

The ethos of the ALPINE scheme is captured in the following **eight guiding principles for ALPINE**:

1. Provide a standard means at UHI for the professional recognition of good practice in HE learning and teaching, learning and teaching support, and leadership, and which is aligned principally with the UKPSF and also with the university's Learning and Teaching Enhancement Strategy 2017-2021 and the values therein
2. Ensure that colleagues with a HE responsibility with respect to learning and teaching, learning and teaching support, and leadership are appropriately recognised through achieving a nationally recognised professional credential (Associate/Fellow/Senior Fellow/Principal Fellow of the HEA) that is valued across and beyond the UK sector
3. Provide a means to recognise how individual colleagues are developing their learning and teaching practices, and educational leadership, through subsequent recognition against different categories of Fellowship of the HEA within the UKPSF

4. Support engagement in UHI's Learning and Teaching Academy as a means of evidencing and sharing good practice, and engaging in leadership activities in learning and teaching development and educational scholarship and research
5. Engage new and less experienced colleagues with predominantly HE teaching responsibilities in the PG Cert Teaching in Higher Education, to ensure they have the opportunity to obtain both their teaching qualification and professional recognition
6. Provide visibility and structure to our continued professional development (CPD) activities for colleagues to engage in and which link to recognition against UKPSF
7. Harness peer support and Mentoring in the recognition process as a means to: increase awareness of and share good practice within and across Academic Partners; support engagement with the University Mentoring Scheme; and support the further embedding of the 'common values' of the Learning and Teaching Enhancement Strategy 2017-2021
8. Support colleagues to engage with relevant learning technologies and digital spaces through their use in the recognition process, including in the creation and dissemination of Digital Artefacts for sharing existing practices, approaches and repurposable resources

The table on the next page shows how the above eight guiding principles for ALPINE relate directly to the UKPSF and the values of the university's Learning and Teaching Enhancement Strategy.

ALPINE Principle	UKPSF	LTES Values
1. Provide a standard means at UHI for the professional recognition of good practice in HE learning and teaching, learning and teaching support, and leadership, and which is aligned principally with the UKPSF and also with the university's Learning and Teaching Enhancement Strategy 2017-2021 and the values therein.	**Areas of Activity 1 to 5** **Core Knowledge 1 to 6** **Professional Values 1 to 4** **Descriptor 1 – Associate Fellow** **Descriptor 2 – Fellow** **Descriptor 3 – Senior Fellow**	Learning for employment Learner choice and personalisation Providing a connected learning experience Evidence-based educational practice Engaging our students as researchers Assessment and feedback for learning Active and creative use of technology Integrated and sustainable teaching practice Harnessing open education approaches Supporting the learner as an individual Reflective practice and continuous improvement Supporting professional development in learning and teaching
2. Ensure that colleagues with a HE responsibility with respect to learning and teaching, learning and teaching support, and leadership are appropriately recognised through achieving a nationally recognised professional credential (Associate/Fellow/Senior Fellow/Principal Fellow	**Descriptor 1 – Associate Fellow** **Descriptor 2 – Fellow** **Descriptor 3 – Senior Fellow**	Evidence-based educational practice Reflective practice and continuous improvement Supporting professional development in learning and teaching

of the HEA) that is valued across and beyond the UK sector.		
3. Provide a means to recognise how individual colleagues are developing their learning and teaching practices, and educational leadership, through subsequent recognition against different categories of Fellowship of the HEA within the UKPSF	**Descriptor 1 – Associate Fellow** Including D1 VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities **Descriptor 2 – Fellow** Including D2 VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices **Descriptor 3 – Senior Fellow** Including D3 VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices	Reflective practice and continuous improvement Supporting professional development in learning and teaching
4. Support engagement in UHI's Learning and Teaching Academy as a means of evidencing and sharing good practice, and engaging in leadership activities in learning and teaching development and educational scholarship and research	In particular: **A5, K2, K5, V3** **D1 I, II, V and VI** **D2 I, III, V and VI**	Evidence-based educational practice Reflective practice and continuous improvement Supporting professional development in learning and teaching

	D3 I, V, VI and VII	
5. Engage new and less experienced colleagues with predominantly HE teaching responsibilities in the PG Cert Teaching in Higher Education, to ensure they have the opportunity to obtain both their teaching qualification and professional recognition	**Areas of Activity 1 to 5** **Core Knowledge 1 to 6** **Professional Values 1 to 4** **Descriptor 1 – Associate Fellow** **Descriptor 2 – Fellow**	Learning for employment Learner choice and personalisation Providing a connected learning experience Evidence-based educational practice Engaging our students as researchers Assessment and feedback for learning Active and creative use of technology Integrated and sustainable teaching practice Harnessing open education approaches Supporting the learner as an individual Reflective practice and continuous improvement Supporting professional development in learning and teaching
6. Provide visibility and structure to our continued professional development (CPD) activities for colleagues to engage in and which link to recognition against UKPSF	**Areas of Activity 1 to 5** **Core Knowledge 1 to 6** **Professional Values 1 to 4** **Descriptor 1 – Associate Fellow** **Descriptor 2 – Fellow**	Learning for employment Learner choice and personalisation Providing a connected learning experience Evidence-based educational practice Engaging our students as researchers

	Descriptor 3 – Senior Fellow	Assessment and feedback for learning Active and creative use of technology Integrated and sustainable teaching practice Harnessing open education approaches Supporting the learner as an individual Reflective practice and continuous improvement Supporting professional development in learning and teaching
7. Harness peer support and mentoring in the recognition process as a means to: increase awareness of and share good practice within and across Academic Partners; support engagement with the University Mentoring Scheme; and support the further embedding of the 'common values' of the Learning and Teaching Enhancement Strategy 2017-2021	In particular: **A5, V3, V4** **D1 V and VI** **D2 V and VI** **D3 V, VI and VII**	Evidence-based educational practice Integrated and sustainable teaching practice Reflective practice and continuous improvement Supporting professional development in learning and teaching
8. Support colleagues to engage with relevant learning technologies and digital spaces through their use in the recognition process, including in the creation and dissemination of Digital Artefacts for sharing existing practices, approaches and repurposable resources	In particular: **K4**	Providing a connected learning experience Active and creative use of technology Harnessing open education approaches Supporting the learner as an individual

2. THE IMPORTANCE OF PROFESSIONAL RECOGNITION

2.1 Benefits for the university

In recognising our own ambitions, and the importance of the UKPSF to the development of high quality learning and teaching, the university aspires for all of our Higher Education academic and professional services staff with substantial learning and teaching related responsibilities to be recognised as Fellows of the HEA, or be working towards this important national recognition. For colleagues who provide educational leadership, including mentoring or supporting others in the development of learning and teaching, the university would strive to support the achievement of recognition as Senior Fellow of the HEA. Similarly, we aspire for staff who are in supporting roles with respect to our Higher Education provision to be recognised as Associate Fellows of the HEA.

The ALPINE scheme provides the means at UHI through which our new or more experienced staff can seek their professional recognition against the UKSPF, and through which those already recognised can seek recognition in a different category of Fellowship as appropriate. The university is committed to the development and continued enhancement of learning, teaching and assessment in order to provide flexible, engaging and relevant learning experiences that will meet the needs of our students and of society.

A critical strategic objective of UHI in meeting this commitment to our students, and our wider community, is to “support our staff in the development and delivery of high quality learning”. The university recognises the national importance of the UKPSF in articulating the range of professional standards and values that we must be achieving in the development and delivery of high quality learning and teaching in Higher Education. UHI also recognises the increasing expectation, within the UK sector, for academics to be able to evidence their professional knowledge and experience as educators through successfully achieving their Fellowship of the Higher Education Academy

2.2 Benefits for you as an individual

Participating in ALPINE provides you with the opportunity to reflect on your practice and the chance gather and consolidate your professional practice and achievements in one place. Reflection helps you to identify and explore ways you might want to enhance your practice and areas you might want to develop in the future. ALPINE also provides opportunities for you to share your practice.

> "I think in terms of reflecting on my own practice it was really really good. One of the problems that I had was that a lot of the stuff I had done was a few years old. That itself made me reflect that I probably needed to find a way of developing some new things, and keeping up to speed."
>
> Feedback from ALPINE evaluation in 2018

> "When you look back and you see the work that you done and how its impacting on your practice I felt really quite proud actually of everything I've achieved."
>
> Feedback from ALPINE evaluation in 2018

Evaluation of ALPINE has also shown that connecting with colleagues across the Academic Partnership has been invaluable for individuals to build networks and collaborations. Finally taking part in ALPINE has led pervious participants to become engaged in the wider work that the LTA offer, including mentoring within the University Mentoring Scheme, presenting at conferences and events organised by the LTA, and engaging in the Aurora leadership programme.

2.3 ALPINE as a Community of Practice

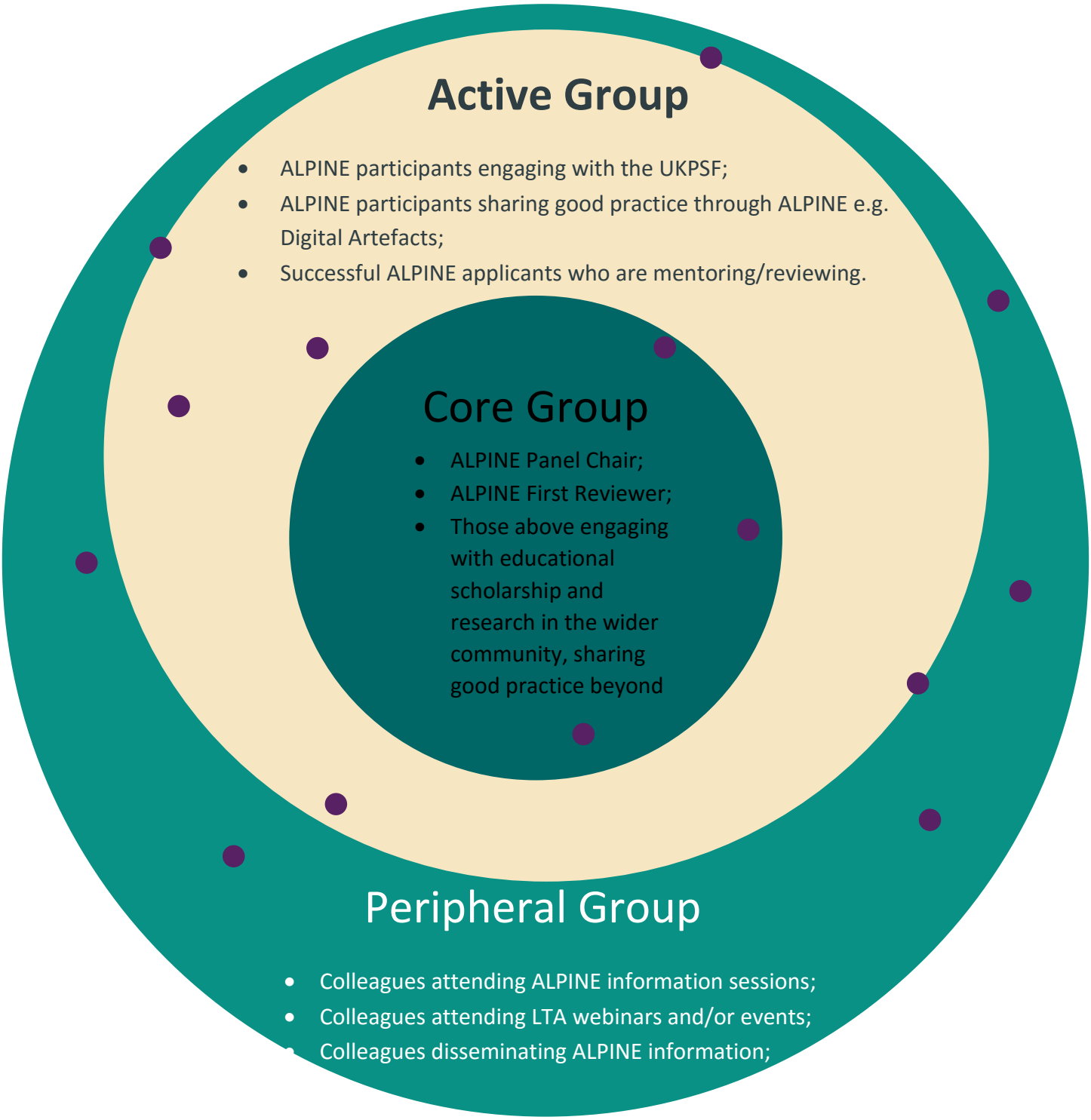
The Community of Practice concept, as developed by Etienne Wenger (1998) is defined as "groups of people who share a concern, a set of problems, or a passion about a topic and who deepen their knowledge and expertise in this area by interacting on an ongoing basis" (Wenger et al, 2002, p.4).

The ALPINE scheme strives to connect colleagues from across the university, and who are distributed across our various sites in a geographic area roughly the size of Belgium, with the common goal to work with the UK Professional Standards Framework (UKPSF) to develop your understanding of and reflection on your own professional identity, through a shared knowledge of the ALPINE application requirements and the UKPSF in order to achieve your Fellowship of the HEA.

Through and beyond the process of seeking Fellowship recognition through ALPINE, the ALPINE scheme as supported through the LTA has nurtured a community of practitioners who through shared knowledge of the UKPSF have gone on to develop their own educational practice, scholarship and educational research through engagement with the wider programme that the LTA offers, and who have continued to develop their own knowledge and support the structures of ALPINE through returning to engage in mentoring and reviewing activity for the scheme. Through our ongoing evaluations of ALPINE, including an evaluative study involving applicants, mentors and external panel members in 2018, we know that engaging in the wider ALPINE community in the ways described above can provided a stronger sense of professional identity for the individual. It also helps create a sense of identity for the university, through the common goal of a establishing a community of practitioners who are recognised for their good practice through Fellowships of the HEA, which is increasingly valued internally as well as across the wider Higher Education sector.

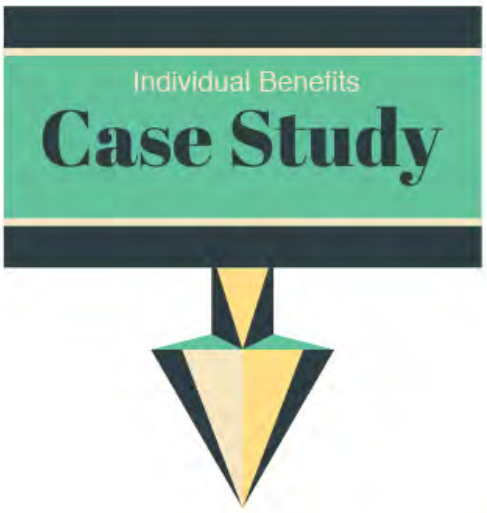
It is important for the Academic Partners that comprise the university to maintain their own identity and independence in harnessing the great work that is happening in their own institutions, as we are a tertiary and federation university the uniqueness of which should be celebrated. However ALPINE supports a community of practice that has seen the university sense of identity grow and the professional identity for those who have successfully engaged in ALPINE grown with it.

The diagram below provides a visual interpretation of ideas originally outlined by Wenger et al (2002), and adapted to the context of ALPINE and the ALPINE community of practice.



The following diagram provides an illustrative case study of an individual who participated in the portfolio recognition route for ALPINE, and the wider work of the LTA, and who broadened

and developed in their own range of professional activities as a result. UHI colleagues who have taken the PG Certificate pathway through ALPINE are also able to engage in the wider activities of ALPINE including mentoring and reviewing once they have achieved Fellowship.



15/06/2016: Presenting an LTA Connect Webinar: The development of the virtual music student residency and international collaborations.

27/01/2017: Senior Fellowship HEA awarded through ALPINE. Recording of the LTA Connect Webinar used as Digital Artefact for ALPINE application.

02/09/2017: Mentoring for ALPINE Senior Fellow Applicants.

24/05/2018: ALPINE Reviewer

30/08/2018: Presenting at the annual Mentoring Residential: Mentoring Talk – Making the Connection.

07/03/2019: Aurora Leadership Programme: Completion of the Advance HE Leadership Programme.

08/03/2019: Presenting at International Women's Day: Staff Inspiration Story; a story through music.

18/03/2019: Promotion Senior Lecturer

As the colleague in the case study above commented:

"*Engaging with the ALPINE process has opened up many opportunities to reflect on and gain recognition for my own practice, whilst connecting with a wider academic network across the university. I am located in a very remote satellite campus of my college, and working as a mentor for ALPINE has introduced me to new colleagues with whom I can engage in meaningful enquiry. Through these relationships I have been provided with a deeper understanding of the university structure and other opportunities for further enquiry including the Research Learning and Teaching Linkages Project, and the Aurora Programme. ALPINE has facilitated career progression as I have recently been promoted to Senior Lecturer. I believe the work coming from the LTA is vital to the development of staff within the university – and to the profile of the university itself."*

References

Wenger, E. (1998) Wenger, E. (1998). Communities of practice: Learning, meaning and identity. Cambridge: Cambridge University Press.

Wenger, E., McDermott, R. and Snyder W. (2002) Cultivating communities of practice: A guide to managing knowledge. Harvard Business Review Press.

3. ROUTES TO RECOGNITION THROUGH THE PG CERTIFICATE

The PG Certificate offers two routes to recognition through the ALPINE framework:

- Completion of the Teaching and Learning in Tertiary and Higher Education module on a 'stand-alone' basis, leading to recognition as an Associate Fellow of the HEA.
- Completion of the PG Certificate Tertiary and Higher Education, the PG Certificate Digital Pedagogy or the PG Certificate Clinical Pedagogy, all of which leading to recognition as a Fellow of the HEA.

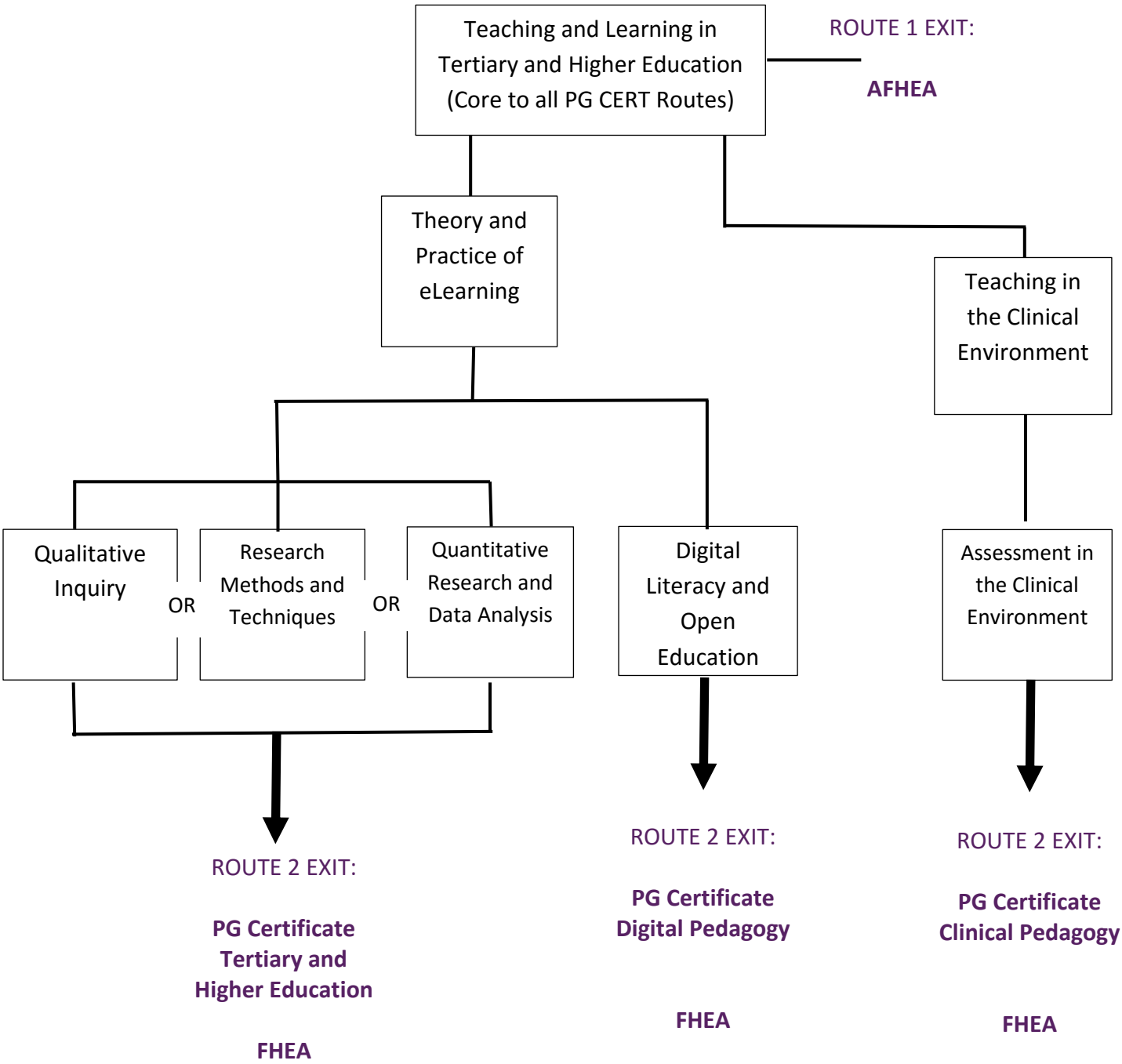
The content and assessments for the Teaching and Learning in Tertiary and Higher Education module and the three PG Certificate programmes have been aligned to the UKPSF, and your engagement with the assessed work and other activities you will undertake will provide you with the evidence required to seek recognition as an Associate Fellow or Fellow of the HEA.

Central to achieving your recognition as an Associate Fellow or Fellow of the HEA is being able to demonstrate your direct engagement with the UKPSF and the three dimensions it covers – Areas of Activity, Core Knowledge, and Professional Values, in addition to the elements in the Descriptors for the Associate Fellow and Fellow categories.

As indicated previously, there are different requirements for engagement with the UKPSF aligned to recognition as an Associate Fellow and Fellow, with Associate Fellow requiring evidence of engagement in specific areas of the UKPSF and Fellow requiring engagement across the entire UKPSF and each element of the Descriptor (D2) for Fellowship.

The diagram on the following page outlines the various pathways to recognition through Route 1 and Route 2 of the ALPINE scheme, via the PG Certificate programmes.

3.1 Pathways to Associate Fellow and Fellow through ALPINE Routes 1 and 2



4. HOW YOU WILL ENGAGE WITH THE UKPSF THROUGH YOUR STUDIES

When you enrol on your PG Certificate, or to take the Teaching and Learning in Tertiary and Higher Education module on stand-alone basis, you will find there will be a number of activities in place designed to engage you directly with the UKPSF and the Descriptors and requirements for Associate Fellow (D1) and Fellow (D2) recognition. These are in addition to your coursework, and include:

- ALPINE induction and orientation session as part of the MEd Tertiary and Higher Education programme at the annual Postgraduate Induction Weekend in August
- Participation in a mandatory webinar session on the ALPINE process for seeking recognition as Associate Fellow of Fellow of the HEA for PG Certificate students
- Online discussion activities exploring the UKPSF and implications for practice
- An observation of your teaching practice which is aligned to the UKPSF
- Reflective Matrixes to be completed at the end of each module, and the end of your PG Certificate, to evidence how your studies, coursework and other related activities have aligned and engaged you with the UKPSF and requirements for Fellowship (further explanation of this is provided in Sections 5 and 5 of this guide)
- Dialogue with and support from your assigned ALPINE Mentor

5. MODULE LEARNING OUTCOMES AND ASSESSMENTS

As part of your studies and particularly the Reflective Narrative Matrixes you will complete to generate evidence for your Fellowship recognition, you will be required to reflect on and make the links between your module learning outcomes, assignments, and the UKPSF and requirements for Associate Fellow or Fellow as articulated in Descriptors 1 and 2.

To assist you with this, you can find a summary of Learning Outcomes and Assessment scheme for the various modules that are included in Routes 1 and 2 of the ALPINE scheme. Furthermore Appendix II provides a mapping of outcomes and assessments for each module to the UKPSF, which should help you in understanding how and where you should be able to reflect on your studies with respect to engaging with and evidencing your understanding of the UKPSF and Fellowship criteria.

Please note that successfully completing your PG Cert and successfully meeting the requirements for Associate Fellow or Fellow recognition are two distinct processes. The former, i.e. completing and being awarded your PG Cert, requires the successful completion and passing of the coursework across all three of the modules which comprise your PG Cert. Successfully achieving your Associate Fellow or Fellow recognition requires you, through the completion of the various reflective matrixes and the Teaching Observation in Module 1, to evidence meeting in full the requirements for UKSPF Descriptor 1 (Associate Fellow of the HEA) or Descriptor 2 (Fellow of the HEA). The ALPINE Recognition Panel does not consider your PG Cert coursework, but whether your assigned ALPINE Assessor and moderator (PG Cert Programme Leader or their chosen designate) determine that your reflective matrixes and associated evidence meet the requirements for either D1 or D2.

While you can engage with and pass your PG Cert without pursuing or achieving recognition through ALPINE as an Associate Fellow or Fellow of the HEA, you are not able to achieve Fellowship without having first successfully completed your PG Cert and having this completion recorded at Exam Board.

Sections 8 and 12 provide further information on the ALPINE timeline for seeking Fellowship through the PG Cert, and related quality assurance processes including the need for your PG Cert to be awarded before your evidence for Fellowship can be submitted to the ALPINE Recognition Panel.

5.1 Teaching and Learning in Tertiary and Higher Education

Learning Outcomes

1. Critically assess the main concepts and theories with regard to teaching and learning in the context of higher education;
2. Evaluate how their own academic practice articulates with current broader institutional learning and teaching debates and trends;
3. Demonstrate the ability to understand their contribution to the design and delivery of teaching and learning effectively, taking into account different contexts and the diversity of learners;
4. Critically reflect on their practice and demonstrate an informed approach to enhancing and developing their own practice by drawing on research/scholarship, working on their own as well as in collaboration with their peers

Assessment
One peer related study reflecting the professional interest of the student in the teaching and learning process. There will be both observation of others and observation on the student in a reflective account relating to appropriate conceptual and theoretical material discussed in the module. This will inform a plan for developing and enhancing the student's own practice. (90%) Contribution to on-line activities and discussions (10%). Over the period of the module students will be required to contribute regularly to the discussion group on the VLE.

TYPE	WEIGHT	STYLE	SUBMISSION
Contribution to on-line activities and Discussion Forum	10%		ongoing
Report	90%	4000 words	Week 13

5.2 Theory and Practice of E-Learning

Learning Outcomes

1. Analyse a range of e-learning theories and issues presently at the forefront of the field;
2. Critically reflect on chosen e-learning pedagogies in relation to their own practice;
3. Demonstrate knowledge and critical understanding of a chosen aspect of Educational technology;
4. Present a rationale for the use of the chosen aspect of Educational Technology in relation to their own teaching

Assessment
Formative assessment in week 4 – LO1 LO3 Online Participation – LO1 LO2 Summative assessment Review and Reflection – LO1 LO2 Critical Reflection and Rationale – LO1 LO2 LO3 LO4

TYPE	WEIGHT	STYLE	SUBMISSION

Formative Plan	0%	1,000 words	Week 4
Review and Reflection	40%	1,500 words	Week 8
Participatory Element	10%	Weekly participation	All semester
Critical Reflection and Rationale	50%	3,000 words	Week 12

5.3 Qualitative Inquiry

Learning Outcomes

1. Have a clear understanding of the role and limitations of qualitative inquiry in the context of wider methodological and theoretical perspectives and acknowledging the wider social research context.
2. Be able to critically select from a wide range of qualitative research techniques appropriate for answering a developed research question after critical analysis of appropriate literature
3. Be able to design and plan a piece of qualitative research, justifying the methods chosen for the collection and analysis of qualitative data.
4. Be able to present finding in an appropriate format.

Assessment

The assessment strategy for this module reflects real world research situations.

Assessment 1 takes the form of a poster presentation which is a recognised method of dissemination of information between academics at conferences, for example.

Assessment 2 is a research proposal.

Assessment 3 is continual participation on discussion board forums. Weekly or bi-weekly formative tasks will be posted and students will be expected to attempt these.

TYPE	WEIGHT	STYLE	SUBMISSION
Poster Presentation	30%		Week 7
Research Proposal	60%	3,500 words	Week 12
Discussion Board Participation	10%		Ongoing

5.4 Quantitative Research and Data Analysis

Learning Outcomes

1. Be able to critically select appropriate statistical and quantitative techniques for collecting and analysing data and data matrices
2. Understand and use effectively different advanced statistical techniques, both parametric and non-parametric, analysing data using a range of industry standard software (e.g. SPSS, MATLAB)
3. Report findings in standard formats including publishable papers and conference proceedings

Assessment

The assessment strategy for this module employs a range of different methods which will give students an opportunity to exploit online learning environments and engage in more professional research-orientated activities. As such, assessment will consist of the following:

Assessment 1:
Multiple Choice Assessment

Assessment 2:
Research Report

Assessment 3:
Asynchronous Discussion Board Participation

TYPE	WEIGHT	STYLE	SUBMISSION
Multiple Choice Assessment	30 %		Week 6
Research Report	60 %	3000 words	Week 12
Discussion Board Participation	10 %		Ongoing

5.5 Research Methods and Techniques

Learning Outcomes

1. Critically examine and understand the development of research strategy, research design and formulation of research questions.
2. Be able to critically choose and apply a range of research methods (qualitative, quantitative and mixed methods).
3. Effectively analyse, interpret and present research results.

Assessment			
TYPE	**WEIGHT**	**STYLE**	**SUBMISSION**
Report (research design and methodology)	40%	2000 words	Week 8
Report (data analysis)	50%	1500 words (quantitative), or, 2000-3000 words (qualitative),	Week 13
Other (Discussion Board)	10%	Weekly discussion input	Weekly

5.6 Digital Literacy and Open Education

Learning Outcomes

1. Be able to critically discuss and present information on digital literacy
2. Be able to reflect upon the integration of digital resources to identify the innovative potential of digital literacy
3. Present a critical analysis of the advantages and disadvantages of digital literacy and digital resource use in contemporary society

Assessment
Connected document – up to 2,000 words (50%) Poster presentation – (50%)

TYPE	WEIGHT	STYLE	SUBMISSION
Connected Document	50%	2000 words	Week 7
Poster presentation	50%		Week 11

5.7 Teaching and learning in the clinical environment

Learning Outcomes

1. Teach clinical theory and skills in the clinical setting based upon engagement with and critical analysis of pertinent pedagogical theory
2. Analyse and critically appraise different approaches to teaching based on pedagogical theory in a clinical setting
3. Critically reflect on their own and others teaching in the clinical environment

Assessment

Summative Assignment : Case study 4000 words

The student should choose one session topic, for example, pedagogical clinical or clinical skills and design the delivery of the session. This should be in an online context and can be built into a Blackboard shell
This assignment is about development of a lesson from inception to delivery and should build upon the exploration of theory undertaken in previous modules.
The student should write a case study reflecting on the development of the lesson based on sound clinical content and evidence-based teaching and learning techniques (LO1 and LO2).

Formative Assessment : Portfolio

The portfolio should form a reflective account on the sessions undertaken as part of the module. The session-by-session reflection should be written on a weekly or regular basis and be reviewed by the module tutor (LO1, LO2 and LO3).

This reflection will provide the basis for the case study.

TYPE	WEIGHT	STYLE	SUBMISSION
Case study	100%	4000 words	Week 16

5.8 Assessment in teaching in the clinical environment

Learning Outcomes

1. Devise and undertake clinical, clinical skills and theory assessment based upon a critical engagement with appropriate pedagogical theory
2. Analyse and critically appraise different assessment methods in a clinical setting
3. Critically apply theory and evidence to the development of appropriate assessments in a clinical teaching environment reflecting on own practice.
4. Assess students in a clinical environment using written, practical, other assessment methods based upon pedagogical theory

Assessment			
Summative Assignment : Case study 4000 words This assignment centres on the development of an assessment which aligns to the lesson planned as part of assessment 1 in 'Teaching & Learning in the Clinical (Practical) Environment'. The notion of constructive alignment should be evident in the submission This assignment is about the critical evaluation of the chosen method of assessment and be grounded in assessment theory (LO1; LO2; LO3; LO4) Formative Assessment : Portfolio The portfolio should form a reflective account on the sessions undertaken as part of the module. The session-by-session reflection should be written on a weekly or regular basis and be reviewed by the module tutor (LO2; LO3) This reflection will provide the basis for the case study.			
TYPE	**WEIGHT**	**STYLE**	**SUBMISSION**
Case study	100%	4000 words	Week 16

6. SEEKING ASSOCIATE FELLOWSHIP THROUGH THE TLTHE MODULE

Successful engagement with the Teaching and Learning in Tertiary and Higher Education module will enable participants to demonstrate engagement with the UKPSF that is appropriate to fulfilling the requirements for becoming an Associate Fellow of the HEA.

As part of this process, you will engage online in a range of activities that are focused on effective learning, teaching and assessment practices, and including activities that are specifically focused on the UKPSF and your own direct engagement with the UKPSF.

Engagement in online discussion about the nature of the UKPSF and how you feel your current practice aligns with it will be an important initial activity, as will discussion with your assigned ALPINE Mentor who will support your engagement with the module and UKPSF.

Throughout the module you are encouraged to use your current practice as the basis for the assessments you will undertake, and will also be required to reflect on how the assessments have facilitated engagement with the UKPSF in terms of your professional activity (i.e. your actual teaching practice); your application of this activity to learning and teaching in your specific subject area (i.e. your core knowledge); and how your assessed work helps demonstrate your professional values in terms of your interaction with the diversity of learners within higher education, and maintaining your scholarship and professional standing.

Part of this process involves completing a Reflective Narrative Matrix (see Appendix II) which is designed for you to **demonstrate specifically where your engagement with the Teaching and Learning in Tertiary and Higher Education module aligns with the UKPSF**, as described above. Your Reflective Narrative Matrix and your completed Teaching Observation as described further on, will enable you to demonstrate how your participation in the TLTHE module, and associated professional practices drawn upon for your coursework, have aligned with the requirements for Associate Fellow with respect to the UKPSF and Descriptor 1.

The Learning and Teaching in Tertiary and Higher Education module requires you to actively engage with peer observation, and this process will enable you to consider your own professional activity and practice as a teacher and consider ways that you can improve your professional practice.

In seeking recognition as an Associate Fellow of the HEA, **you will also be required to undergo an observation of your own teaching practice** within a session of your choice.

Your Teaching Observation will be carried out by an observer who should already hold Fellow, Senior Fellow or Principal Fellow of the HEA. Your observer will offer feedback on your practice that will be contextualised to those aspects of the UKPSF that are relevant to the content and context of your observed session (See Appendix I ALPINE Teaching Observation Proforma). Your ALPINE Mentor is not eligible to be your observer

Once you have synthesised your experience and evidence into your completed Reflective Narrative Matrix, you will pass this to your ALPINE Mentor. Your mentor will then give you feedback and recommend either further development of your reflective evidence. Following any revisions to your matrix, you will then upload this to your ALPINE portfolio in Mahara for subsequent formal assessment by your assigned assessor and moderator (PG Programme Leader or their designate). Please see Section 8 for a full overview of the recognition process.

Your completion of the TLTHE Module is not dependant on your recognition as an Associate Fellow, and you will successfully complete the module itself on passing the assessed work. However, you will need to successfully complete the TLTHE module and successfully evidence (through your Reflective Narrative Matrix and Teaching Observation) the requirements for Associate Fellowship to then be recognised as an Associate Fellow of the HEA through ALPINE Route 1 (as outlined in Section 5). If you are intending to complete your full PG Cert and seek recognition as a Fellow of the HEA, you do not need to make a separate claim for Associate Fellowship at the end of Module 1. Instead you will generate the required evidence for Fellow of the HEA across your PG Cert and have this formally assessed after completing your studies.

7. SEEKING FELLOWSHIP THROUGH THE PG CERTIFICATES

For those seeking recognition as a Fellow of the HEA through completing one of the aforementioned the PG Certificate programmes then the basic process is the same as that described above for Associate Fellow, including the activities and teaching observation to be undertaken on the TLTHE module which is the first module on each of the PG Certificates.

However there are additional elements, as you will be required to evidence your engagement and embedding of the UKPSF, and meeting the wider requirements of D2, in the work you undertake across all three modules in your own named PG Certificate.

In practical terms, this means completing a Reflective Narrative Matrix for the TLTHE module (see Appendix III), your Teaching Observation for the TLTHE module, a Reflective Narrative Matix for your remaining two modules (see Appendix IV), and a final Reflective Narrative Matrix (Appendix V) of up to 1500 words that will show your full engagement with the UKPSF across the programme

You will complete the Reflective Narrative Matrix for each module at or following the end of the module in question, for subsequent discussion with your ALPINE Mentor who will provide formative feedback on the nature of the evidence you are capturing.

The evidence captured in your PG Certificate activities and the reflective matrixes for each of your modules will provide the basis for a **final Reflective Narrative** Matrix (Appendix V) of up to 1500 words that will show your full engagement with the UKPSF across the programme.

Once you have synthesised your experience and evidence into your completed Reflective Narrative Matrix, you will pass this to your ALPINE Mentor. Your mentor will then give you feedback and recommend either further development of your reflective evidence. Following any revisions to your matrix, you will then upload this to your ALPINE portfolio in Mahara for subsequent formal assessment by your assigned assessor and moderator (PG Programme Leader or their designate). The External Panel Member of the ALPINE Recognition Panel will also look at a sample of Reflective Narrative Matrices as associated evidence presented to the ALPINE Recognition Panel for quality assurance and enhancement purposes. The role of the

Recognition Panel is to ratify recommendations for Associate Fellowship / Fellowship that come through the ALPINE recognition process for the PG Cert as described in Section 8.

Your ALPINE Mentor will offer advice and feedback on your Reflective Narrative Matrix submissions but will not play a role in their formal assessment as evidence for Fellowship.

As described in Section 5, and also in Section 10, successful completion of PG Certificate is not dependant on your recognition as a Fellow, and you will successfully complete the PG Certificate itself on passing all the assessed work. However you do need to successfully complete and have your award of PG Cert recorded at Exam Board before your evidence for recognition as Fellow of the HEA can be submitted to the ALPINE Recognition Panel.

If you are intending to complete your full PG Cert and seek recognition as a Fellow of the HEA, you do not need to make a separate claim for Associate Fellowship at the end of Module 1. Instead you will generate the required evidence for Fellow of the HEA across your PG Cert and have this formally assessed after completing your studies.

8. RECOGNITION TIMELINE

You will compile the evidence for your application to be recognised as Fellow of the HEA during and immediately following the course of your engagement with your PG Certificate (or following the end of Module 1 is you are completing this on a stand-alone basis with a view to seeking recognition as an Associate Fellow of the HEA. The flow diagram below outlines the sequence of activities in seeking recognition through your PG Cert programme.

1. Enrol on PG Certificate

Tertiary and Higher Education / Digital Pedagogy / Clinical Pedagogy

Including attendance at Postgraduate Student Induction Weekend in August if you are able to attend. The induction weekend will include a specific session for the Masters of Education programme (including PG Certificates) that will incorporate an introduction to ALPINE for PG Cert students.

2. Register for ALPINE

You can do this as soon as you are enrolled onto your PG Cert

You must register on ALPINE not later than end of Week 4 of your first module

3. Attend the 'Seeking Professional Recognition through ALPINE' Workshop

A webinar version of this workshop for PG Cert participants who wish to seek recognition Associate Fellow or Fellow recognition through ALPINE will be offered twice in each Semester (usually in Weeks 5 and 6)

This workshop is mandatory for all PG Cert participants seeking Associate Fellow or Fellow and you should attend either of the sessions during your first semester

4. Mentor assigned

Your ALPINE Mentor will be assigned to you no later than the end of Week 6 and potentially earlier depending on when you registered for ALPINE

5. Completion of Teaching Observation

You should undertake your Teaching Observation for Module 1 during Module 1 as a coursework and ALPINE recognition requirement.

Your observer should be a Fellow of the HEA and use the specific teaching observation proforma that is supplied for PG Cert participants seeking recognition through ALPINE. Please note your ALPINE mentor is not eligible to be your observer.

6. Completion of Reflective Narrative Matrix for Module(s)

To be completed at or immediately after the completion of your current module, to capture how your activities on that module have engaged you with relevant aspects of the UKPSF.

If you are undertaking Module 1 Teaching and Learning in Tertiary and Higher Education on a stand-alone basis, and are seeking recognition as Associate Fellow HEA through this module, you need only complete the Reflective Narrative Matrix for module 1.

You should send to your Mentor for informal review and feedback. Once you have received and acted on any feedback from your Mentor, submit your completed Reflective Narrative Matrix to Mahara.

7. Completion of Reflective Narrative Matrix D2 – Final Reflection

On or immediately after completion of your Pg Cert, you should complete your 'Reflective Narrative Matrix D2 – Final Reflection' to evidence how the work you have done on the PG Cert, including the professional practice related to your coursework, has allowed you to meet each of the six elements in Descriptor 2 – Fellow of the HE. You may draw in part

upon the content of your the reflective matrixes for each module (and append them if you wish). You should send to your Mentor for informal review and feedback.

If you are undertaking Module 1 Teaching and Learning in Tertiary and Higher Education on a stand-alone basis, and are seeking recognition as Associate Fellow HEA through this module, you need only complete the Reflective Narrative Matrix for module 1.

Once you have received and acted on any feedback from your Mentor, submit your completed 'Reflective Narrative Matrix D2 – Final Reflection' to Mahara

8. Assessment of Evidence for Recognition Panel

Following the submission of 'Reflective Narrative Matrix D2 – Final Reflection' in Mahara, your assigned Assessor will review the set of evidence that comprises your application for recognition as Fellow of the HEA (i.e. your Reflective Narrative Matrixes for each module, your completed Teaching Observation for Module 1 and your 'Reflective Narrative Matrix D2 – Final Reflection'). If you have completed Module 1 on a stand-alone basis and are seeking recognition as Associate Fellow of the HEA your evidence will comprise your Reflective Narrative Matrix for Module 1 and your completed Teaching Observation.

If your Assessor decides that your submission evidences the requirements for recognition as FHEA or AFHEA they will sign this off for moderation by the PG Cert Programme Leader or their designate. Alternatively they may either Refer your evidence back to you for further enhancement or clarification, after which you would upload the amended version(s) of your evidence to Mahara. In the case of a referral, you must resubmit at least one week prior to the upcoming ALPINE Recognition Panel for the PG Cert Programme Leader to sign-off on your resubmission. In refer cases where substantial clarifications of evidence are required you will be able to resubmit for the subsequent panel.

9. Review by External Panel Member

A sample of PG Cert applications for FHEA and AFHEA recognition will be reviewed by the External Panel Member (appointed in 3 year cycles in line with External Examiners of taught programmes) for quality assurance and enhancement purposes.

The sample will include any applications that were referred and resubmitted

10. ALPINE Recognition Panel

At which PG Cert recommendations for Fellowship recognition will be ratified. Recognition decisions will be communicated to applicants the following working week, following the compiling of decisions and feedback for all applications considered at the panel (including those that were submitted for ALPINE Route 3 Portfolio of Professional Practice).

9. ELIGIBILITY FOR FELLOWSHIP FOR PG CERT PARTICIPANTS

In line with Advance HE Accreditation Policy, the ALPINE scheme (as an Advance HE accredited institutional framework offering Fellowship recognition) is open to ALPINE is open to all colleagues in the university who are in a learning and teaching role, learning and teaching related role, or leadership role that is Higher Education focused. This includes academic staff with a teaching responsibility for provision at SCQF level 7 upwards, staff who support learning and teaching at SCQF level 7 and above, postgraduate students who have teaching and student support related responsibilities, and employed student officers of HISA (Highlands and Islands Students Association) who are engaged in relevant activities. Routes 1 and 2 of ALPINE (through the Postgraduate Certificate programmes) are also open to colleagues from SRUC.

10. RECOGNITION OF PRIOR LEARNING

UHI adheres to nationally accepted definitions and principles relating to the recognition of prior learning developed by the Scottish Credit and Qualifications Framework (SCQF RPL Guidelines 2005) and QAA Scotland (National RPL Framework for Higher Education 2014).

The limit of credit that can be applied for and brought into an existing taught postgraduate programme at UHI is 20 SCQF level 11 Credits, and this is the rule that would apply to any student wishing to bring eligible credit into the Postgraduate Certificate in Higher Education.

With respect to the bringing in credit from a taught programme that you wish to count towards completion of the PG Certificate, you will use the standard UHI RPL process to apply for the credit to be recognised against one of your existing PG Certificate modules.

If you wish to use existing credit towards achieving your Fellowship of the HEA, you will need to demonstrate which parts of the UKPSF are met by the credit you are bringing in. Your ALPINE Mentor will be able to determine whether you have, through that qualification, met all the necessary aspects of the UKPSF pertaining to the module in question.

Your 'wrap-around' final Reflective Narrative Matrix will need to show how your prior learning has met the requirements for D2. This is the case for RPL into any of the PG Cert programmes which are used for ALPINE accreditation evidence.

Please note that Module 1 Teaching and Learning in Tertiary and Higher Education is a pre-requisite for recognition through ALPINE as a Fellow of the HEA, and you are not able to RPL against Module 1 if you are seeking recognition as FHEA through your PG Cert programme.

If you have achieved Associate Fellow of the HEA through UHI's ALPINE Framework, then this can be accredited when making an application for Fellow of the HEA. You will need to present evidence of this to you ALPINE Mentor and explain which 2 of the 5 Areas of Activity you have presented evidence for. You will not then need to produce evidence of this activity for your application for D2. As part of your D1 application, you will have presented evidence of engagement with K1 and K2 Core Knowledge. You will not need to re-evidence this in your application for D2, but you will need to evidence engagement with K3 to K6.

If you have Associate Fellowship gained through formal qualifications, or through experiential learning, you will need to show evidence of this to your ALPINE Mentor. You will need to be able to identify which two aspects of the Areas of Activity you undertook and can evidence in your application. Your ALPINE Mentor will be able to advise you regarding this.

11. ALPINE Mentor Support

As outlined in Section 8, on registration with ALPINE you will have an ALPINE Mentor assigned to you by the ALPINE Coordinator. Your Mentor will be a member of the PG Cert team who hold either Fellow, Senior Fellow or Principal Fellow of HEA, and they will provide you with guidance and feedback on your ALPINE Reflective Narrative Matrices before submission.

11.1 Mentee Requirements

It is your responsibility to contact your Mentor and arrange an initial meeting, which you should do near the start of your studies once your Mentor is assigned. Use this initial discussion to update your Mentor on what modules you are taking and agree timelines for providing drafts of your Reflective Narrative Matrixes to your Mentor for feedback. It is an ALPINE requirement that you submit a draft Evidence Matrix to your mentor on completion of each module. Once you have received and acted on any feedback received you must upload your Reflective Narrative Matrix to your ALPINE portfolio in Mahara for subsequent formal assessment of your evidence. See the separate Mahara guide for uploading guidance.

11.2 Mentor Requirements

The main requirement of mentors for the PG Cert routes through ALPINE is to provide feedback on areas where you can enhance your Reflective Narrative Matrices before submission. Therefore it is a requirement that the Mentor and Mentee have an initial discussion to determine timelines for submission of Reflective Narrative Matrices for feedback, and at least one meeting after each module to discuss the feedback for that Reflective Narrative Matrix and for the final 'wrap around' Reflective Narrative Matrix following completion of the PG Cert. Mentors for the PG Cert routes through ALPINE will also act as Assessors and will be required to assess ALPINE submissions from students whom they have not mentored. The Mentor will receive details on both who they have been allocated

as a Mentor and Assessor. At this point and before mentoring and assessing begins the Mentor can raise any conflict of interest. In the instances where there is a conflict of interest the student can be offered a different Mentor and/or Assessor.

11.3 CPD for Mentor/Assessors

Mentors/Assessors for the PG Cert routes through ALPINE must attend a Mentor/Assessor briefing session. This session is for new mentors and assessors, prior to beginning mentoring/assessor for the first time. It is also a mandatory requirement for continuing mentors and reviewers to attend one briefing each academic year to keep abreast of changes to the scheme and/or UKPSF and Advance HE requirements, and to remain in good standing regards to their own Fellowship. Mentor/Assessors will also have access to a range of CPD opportunities including:

Mentoring Residential (Encouraged)

A two day residential, with accommodation and travel assistance for attending, that covers:

- Information on the University Mentoring Scheme
- Results from evaluation of mentoring
- Hands-on techniques
- External perspectives through guest speakers

Drop in Mentoring Sessions (Encouraged)

One hour webinar sessions exploring mentoring techniques. Topics include:

- How to advise in mentoring
- Keeping conversations going
- Giving constructive feedback
- Tools and techniques for remote mentoring
- Leading your mentoring (for mentees)

Peer support (Encouraged)

New ALPINE Mentors are invited to share their feedback to applicants, e.g. on the Reflective Narrative Matrixes, with the ALPINE scheme leaders for guidance and feedback.

Information dissemination

The ALPINE Coordinator will forward any updates between Mentor Briefing sessions such as:

- HEA Events perspective
- HEA Fellowship guides and new tools to support applicants
- Advance HE Connect
- Specific CPD opportunities e.g. Advance HE Leadership Programme (3 colleagues were supported to attend the programme)
- Highlighting the Learning and Teaching Academy Programme of Events, many of which are mapped to the UKPSF

12. INSTITUTIONAL REPORTING STRUCTURE FOR QUALITY ASSURANCE AND ENHANCEMENT OF ALPINE ROUTES 1 and 2 (PG CERTIFICATE PROGRAMMES)

The flow diagram below outlines the annual cycle of activities and reporting related to the quality assurance and enhancement of Routes and 1 and 2 of the ALPINE scheme:

1. Introductory 'Seeking Professional Recognition through ALPINE' workshops for new PG Cert applicants (run in Weeks 5 and 6 of each semester)

Each workshop followed by Stop, Start, Continue online evaluation to gauge effectiveness of workshops and identify potential changes and enhancements to format

2. Generation, submission, assessment and moderation of recognition evidence

Internal process within PG Cert concerned with the generation of evidence for recognition (Reflexive Narrative Matrixes for each module, Teaching Observation, Reflective Narrative Matrix D2 – Final Reflection), and internal review and assessment of that evidence, as outlined in the flow diagram ALPINE PG Cert Recognition Timeline (Section 7 above)

3. Completion of PG Cert coursework

This occurs in tandem with the above. Successful completion of the PG Cert coursework and achieving the award of PG Cert is a prior requisite for the submission of recognition evidence for consideration by the ALPINE Recognition Panel. The award of PG Cert has to have been ratified prior to the ALPINE Recognition Panel.

4. ALPINE Recognition Panels

During which the External Panel member is invited to provide opening narrative on the sample of applications and reviews they have looked at and a concluding narrative on the review process, the panel itself and their perceptions of the overall health of the scheme.

5. Recording of recognition panel decisions

Including recognise, refer and resubmit decisions across D1 to D2 and by each Academic Partner of the University, confirmation of certificate issued, and the end date for the retention period of the application and panel information

6. Preparation of Annual Report for Advance HE

Drawing on qualitative and quantitative data gathered in relation to stages 1 to 5

7. Preparation of annual report to Quality Enhancement and Assurance Committee (QAEC)

Authored by the Institutional Lead (Professor of Pedagogy) and ALPINE Coordinator (Professional Development and Recognition Lead). Drawing upon qualitative and quantitative data generated across stages 1 to 5 including data provided by and requested from Advance HE for their previous annual report. Annual report to QAEC covers: engagement with scheme in previous annual cycle; summary of views and feedback (from applicants, mentors, reviewers, externals); breakdown of Fellowship awards; and proposed enhancements for workshops, support and processes

8. Review of annual report by QAEC

Presentation and verbal discussion at autumn (usually August) QAEC including review of health of scheme and agreement on proposed enhancements to workshops and processes

9. Implementation of enhancements and modifications for next cycle

Focused on efficiency of processes, clarity of documentation and content of workshops that we have the autonomy to implement out with the Major/Minor Change process that would be used to seek approval for material changes to the scheme from Advance HE

13. YOUR NEXT STEPS

If you have not done so already, then speak with the MEd Programme Leader Dr Gareth Davies or your own PG Certificate leader to confirm your eligibility to be seeking professional recognition through ALPINE. You should then, at the outset of your studies and not later than the end of Week 2 of the semester in which you start, download and the ALPINE Registration Form which you can find here https://www.uhi.ac.uk/en/learning-and-teaching-academy/professional-recognition-and-development/alpine/.

Submit the completed form to the ALPINE Coordinator at alpine@uhi.ac.uk who will then confirm next steps, and provide access to your online portfolio space in Mahara where you will collate your evidence for Fellowship across your studies and submit it for review at the conclusion of your studies. Please note a separate guide - ALPINE Mahara Guide (Postgraduate Certificates Routes) - will be issued to provide further detailed guidance on compiling and submitting your evidence.

APPENDIX I – ALPINE Teaching Observation Proforma

ALPINE

Accredited Learning, Professional development and Innovation in Education

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Teaching observation proforma

This observation template is for use on the Teaching and Learning in Tertiary and Higher Education module for those students who are seeking recognition as either an Associate Fellow or Fellow of the Higher Education Academy through the university's ALPINE scheme.

All students on the Teaching and Learning in Tertiary and Higher Education module will have the opportunity to have their teaching practice observed, for example through peer observation. However those of you who are seeking recognition through ALPINE must have your teaching observed by an appropriately qualified colleague who already has their Fellow or Senior Fellowship of the HEA. Your assigned ALPINE Mentor is not eligible to be your observer, although you can seek your Mentor's assistance in identifying your observer.

Guidance

Part 1 of this proforma should be completed by the student. You must ensure the session that is being observed by your observer is at SCQF Level 7 or above.

It is your responsibility to arrange the observation of your session. You should do this after liaising with your observer to agree a suitable session for your observation.

Once Part 1 is complete you should send your observer an electronic copy of this proforma.

Part 2 of this proforma should be completed by your observer. The observer should use the fields in Part 2 to provide feedback against what they feel are the most the relevant aspects of the UKPSF to the session in question (please note not all aspects are expected to apply).

The observer should also offer general feedback on areas of good practice in your approach to learning, teaching and assessment as well as areas for the enhancement of practice.

The observer should then send the completed proforma to the student and their ALPINE mentor, prior to the student uploading the completed observation to their Mahara portfolio.

Part 1. To be completed by student then passed to observer

Name of student	
Category of Fellowship sought	
Title of session	
SCQF level (must be 7 or above)	
Date of session	
Outline of session : Intended outcomes, format, structure, activities (up to 400 words)	

Part 2. To be completed by observer

Observer comments relating to dimensions of UKPSF
A1 Design and plan learning activities and/or programmes of study
A2 Teach and/or support learning
A3 Assess and give feedback to learners
A4 Develop effective learning environments and approaches to student support and guidance
A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices
K1 The subject material
K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme
K3 How students learn, both generally and within their subject/ disciplinary area(s)
K4 The use and value of appropriate learning technologies
K5 Methods for evaluating the effectiveness of teaching
K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching
V1 Respect individual learners and diverse learning communities

V2 Promote participation in higher education and equality of opportunity for learners
V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice
Observer general comments (areas of good practice and for enhancement)

Date observation sheet completed	
Signature of observer	

The observer should send the completed proforma to the student and their ALPINE mentor.

Appendix II. Mapping of Postgraduate Certificate Modules (Tertiary and Higher Education/Digital Pedagogy/Clinical Pedagogy) to UKPSF

UKPSF Dimension	Teaching and Learning in Tertiary and Higher Education		
Areas of Activity	**Learning Outcome(s)**	**Indicative Content**	**Assessment 1**
A1. Design and plan learning activities and/or programmes of study	**3**	**X**	**X**
A2. Teach and / or support learning	**2 and 3**	**X**	**X**
A3. Assess and give feedback to learners	**1**	**X**	**X**
A4. Develop effective learning environments and approaches to student support and guidance	**3**	**X**	**X**
A5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	**2 and 4**	**X**	**X**

Core Knowledge	Learning Outcome(s)	Indicative Content	Assessment 1
K1. The subject material	**3 and 4**	**X**	**X**
K2. Appropriate methods for teaching, learning and assessing in subject area and in the level of the academic programme	**1**	**X**	**X**
K3. How students learn, both generally and within their subject/disciplinary area(s)	**1**	**X**	**X**
K4. The use and value of appropriate learning technologies	**3**	**X**	**X**
K5. Methods for evaluating the effectiveness of teaching	**1**	**X**	**X**
K6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	**2**	**X**	**X**
Professional Values	**Learning Outcome(s)**	**Indicative Content**	**Assessment 1**
V1. Respect individual learners and diverse learning communities	**3**	**X**	**X**
V2. Promote participation in higher education and equality of opportunity for learners	**3**	**X**	**X**
V3. Use evidence informed approaches and the outcomes from research, scholarship and continuing professional development	**4**	**X**	**X**
V4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice	**2**	**X**	**X**

UKPSF Dimension	Theory and Practice of eLearning			
Areas of Activity	**Learning Outcomes(s)**	**Indicative Content**	**Assessment 1 (90%)**	**Assessment 2 (10%)**
A1. Design and plan learning activities and/or programmes of study	**2 and 4**	**X**		
A2. Teach and / or support learning	**2 and 3**	**X**		
A3. Assess and give feedback to learners		**X**		
A4. Develop effective learning environments and approaches to student support and guidance	**1**	**X**		
A5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices			**X**	
Core Knowledge	**Learning Outcomes(s)**	**Indicative Content**	**Assessment 1 (90%)**	**Assessment 2 (10%)**
K1. The subject material				
K2. Appropriate methods for teaching, learning and assessing in subject area and in the level of the academic programme	**1**	**X**		
K3. How students learn, both generally and within their subject/disciplinary area(s)		**X**		
K4. The use and value of appropriate learning technologies	**1, 2, 3 and 4**	**X**		**X**
K5. Methods for evaluating the effectiveness of teaching	**1**	**X**		
K6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching				**X**

Professional Values	Learning Outcomes(s)	Indicative Content	Assessment 1 (90%)	Assessment 2 (10%)
V1. Respect individual learners and diverse learning communities	**3**	**X**		**X**
V2. Promote participation in higher education and equality of opportunity for learners	**3**	**X**		
V3. Use evidence informed approaches and the outcomes from research, scholarship and continuing professional development	**1**	**X**		
V4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice				

UKPSF Dimension	Qualitative Inquiry				
Areas of Activity	**Learning Outcome(s)**	**Indicative Content**	**Assessment 1 (30%)**	**Assessment 2 (60%)**	**Assessment 3 (10%)**
A1. Design and plan learning activities and/or programmes of study					
A2. Teach and / or support learning					
A3. Assess and give feedback to learners					
A4. Develop effective learning environments and approaches to student support and guidance					
A5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices		**X**	**X**		**X**
Core Knowledge	**Learning Outcome(s)**	**Indicative Content**	**Assessment 1 (30%)**	**Assessment 2 (60%)**	**Assessment 3 (10%)**
K1. The subject material	**1, 2, 3 and 4**		**X**	**X**	
K2. Appropriate methods for teaching, learning and assessing in subject area and in the level of the academic programme					
K3. How students learn, both generally and within their subject/disciplinary area(s)			**X**	**X**	**X**
K4. The use and value of appropriate learning technologies					
K5. Methods for evaluating the effectiveness of teaching					
K6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching					

Professional Values	Learning Outcome(s)	Indicative Content	Assessment 1 (30%)	Assessment 2 (60%)	Assessment 3 (10%)
V1. Respect individual learners and diverse learning communities					**X**
V2. Promote participation in higher education and equality of opportunity for learners	**1**				
V3. Use evidence informed approaches and the outcomes from research, scholarship and continuing professional development	**1**	**X**		**X**	
V4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice	**3 and 4**	**X**		**X**	

UKPSF Dimension	Research Methods and Techniques				
Areas of Activity	**Learning Outcome(s)**	**Indicative Content**	**Assessment 1 (40%)**	**Assessment 2 (50%)**	**Assessment 2 (10%)**
A1. Design and plan learning activities and/or programmes of study					
A2. Teach and / or support learning					
A3. Assess and give feedback to learners					
A4. Develop effective learning environments and approaches to student support and guidance					
A5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices		**X**	**X**		**X**
Core Knowledge	**Learning Outcome(s)**	**Indicative Content**	**Assessment 1 (40%)**	**Assessment 2 (50%)**	**Assessment 2 (10%)**
K1. The subject material	**1, 2 and 3**	**X**	**X**	**X**	
K2. Appropriate methods for teaching, learning and assessing in subject area and in the level of the academic programme					
K3. How students learn, both generally and within their subject/disciplinary area(s)					
K4. The use and value of appropriate learning technologies			**X**	**X**	**X**
K5. Methods for evaluating the effectiveness of teaching					
K6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching					

Professional Values	Learning Outcome(s)	Indicative Content	Assessment 1 (40%)	Assessment 2 (50%)	Assessment 3 (10%)
V1. Respect individual learners and diverse learning communities					**X**
V2. Promote participation in higher education and equality of opportunity for learners					
V3. Use evidence informed approaches and the outcomes from research, scholarship and continuing professional development	**X**		**X**		
V4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice	**X**		**X**		

UKPSF Dimension	Quantitative Research and Data Analysis				
Areas of Activity	**Learning Outcome(s)**	**Indicative Content**	**Assessment 1 (30%)**	**Assessment 2 (60%)**	**Assessment 3 (10%)**
A1. Design and plan learning activities and/or programmes of study					
A2. Teach and / or support learning					
A3. Assess and give feedback to learners					
A4. Develop effective learning environments and approaches to student support and guidance					
A5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	**1, 2 and 3**	**X**	**X**		**X**
Core Knowledge	**Learning Outcome(s)**	**Indicative Content**	**Assessment 1 (30%)**	**Assessment 2 (60%)**	**Assessment 3 (10%)**
K1. The subject material	**1, 2 and 3**		**X**	**X**	
K2. Appropriate methods for teaching, learning and assessing in subject area and in the level of the academic programme					
K3. How students learn, both generally and within their subject/disciplinary area(s)					
K4. The use and value of appropriate learning technologies			**X**	**X**	**X**
K5. Methods for evaluating the effectiveness of teaching					
K6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching					

Professional Values	Learning Outcome(s)	Indicative Content	Assessment 1 (30%)	Assessment 2 (60%)	Assessment 3 (10%)
V1. Respect individual learners and diverse learning communities					**X**
V2. Promote participation in higher education and equality of opportunity for learners					
V3. Use evidence informed approaches and the outcomes from research, scholarship and continuing professional development	**1, 2 and 3**	**X**		**X**	
V4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice		**X**		**X**	

UKPSF Dimension	Teaching and Learning in the Clinical Environment			
Areas of Activity	**Learning Outcome(s)**	**Indicative Content**	**Assessment 1 (100%)**	**Formative assessment (Portfolio)**
A1. Design and plan learning activities and/or programmes of study	**1, 2**	**X**	**X**	
A2. Teach and / or support learning	**1, 2 and 3**	**X**	**X**	
A3. Assess and give feedback to learners				
A4. Develop effective learning environments and approaches to student support and guidance	**1, 2 and 3**	**X**	**X**	
A5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	**1, 2 and 3**	**X**	**X**	**X**
Core Knowledge	**Learning Outcome(s)**	**Indicative Content**	**Assessment 1 (100%)**	**Formative assessment (Portfolio)**
K1. The subject material	**1, 2 and 3**	**X**	**X**	
K2. Appropriate methods for teaching, learning and assessing in subject area and in the level of the academic programme			**X**	
K3. How students learn, both generally and within their subject/disciplinary area(s)	**1, 2**			
K4. The use and value of appropriate learning technologies	**1, 2**	**X**	**X**	
K5. Methods for evaluating the effectiveness of teaching				
K6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching				

Professional Values	Learning Outcome(s)	Indicative Content	Assessment 1 (100%)	Formative assessment (Portfolio)
V1. Respect individual learners and diverse learning communities		**X**	**X**	
V2. Promote participation in higher education and equality of opportunity for learners		**X**		
V3. Use evidence informed approaches and the outcomes from research, scholarship and continuing professional development	**1, 2 and 3**	**X**		**X**
V4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice	**1, 2 and 3**	**X**		

UKPSF Dimension	Assessment in the Clinical Environment		
Areas of Activity	**Learning Outcome(s)**	**Indicative Content**	**Assessment 1 (100%)**
A1. Design and plan learning activities and/or programmes of study		**X**	**X**
A2. Teach and / or support learning	**1, 2, 3 and 4**	**X**	**X**
A3. Assess and give feedback to learners	**1, 2, 3 and 4**	**X**	**X**
A4. Develop effective learning environments and approaches to student support and guidance		**X**	**X**
A5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices		**X**	**X**
Core Knowledge	**Learning Outcome(s)**	**Indicative Content**	**Assessment 1 (100%)**
K1. The subject material	**1, 2, 3 and 4**	**X**	**X**
K2. Appropriate methods for teaching, learning and assessing in subject area and in the level of the academic programme	**1, 2, 3 and 4**		**X**
K3. How students learn, both generally and within their subject/disciplinary area(s)		**X**	**X**
K4. The use and value of appropriate learning technologies		**X**	**X**
K5. Methods for evaluating the effectiveness of teaching	**1, 2, and 3**	**X**	**X**
K6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	**3**	**X**	**X**

Professional Values	Learning Outcome(s)	Indicative Content	Assessment 1 (100%)
V1. Respect individual learners and diverse learning communities	**4**	**X**	**X**
V2. Promote participation in higher education and equality of opportunity for learners			
V3. Use evidence informed approaches and the outcomes from research, scholarship and continuing professional development	**3**	**X**	
V4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice			

Appendix III. Reflective Narrative Matrix D1 – Teaching and Learning in Tertiary and Higher Education module

Successful recognition through ALPINE requires the presentation of evidence that is clearly mapped against the relevant dimensions of the UKPSF. **For those who are engaging with the Teaching and Learning in Higher Education module (Module 1) as a route to recognition as Fellow of the HEA**, or who are completing Module 1 on a stand-alone basis to seek recognition as **Associate Fellow of the HEA**, the matrix below is provided for this purpose. Evidence of meeting the appropriate elements of the UKPSF will come from the assessments that you have undertaken as part of your engagement with the module, and the other activities you have undertaken on the module.

The matrix below is designed to help you identify aspects of your assessed work and other learning activities that will contribute directly to evidence that you can present for recognition through ALPINE as a **Fellow of the HEA** or **Associate Fellow of the HEA**.

You will need to provide an explanation of how your evidence meets specific aspects of the UKPSF, and should refer to the UKPSF while undertaking this task. Please note that if you are seeking **Associate Fellow** recognition through completing Module 1 on a stand-alone basis, **you are required to evidence: engagement with 2 of the 5 Areas of Activity, at least K1 and K2 from the Core Knowledge dimension, and your commitment to appropriate Professional Values.**

If you are completing Module 1 as part of your PG Certificate, and will be seeking recognition as Fellow of the HEA following the completion of your PG Certificate, **it is not expected that you will be able to map your activities on the module to every aspect of the UKPSF**. However, across all the modules that comprise your PG Certificate you are expected to evidence how the work undertaken meets in full the requirements for Fellow of the HEA.

On completion of this matrix you should submit it to your Mentor. They will indicate whether there are areas within your reflection that would benefit from further clarification. Subject to any enhancements you are asked to make, you should upload the Reflective Narrative Matrix to your ALPINE portfolio in Mahara so it can be formally assessed. The recommended word limit for the Reflective Narrative Matrix is 1000 words.

UKPSF Dimension	Module 1 - Teaching and Learning in HE	
Areas of Activity	**Aligned aspect of T&LHE Module Assessments**	**Reflection on how your engagement with the assessments – and other module activities – has contributed to your development against the named Area of Activity**
A1. Design and plan learning activities and/or programmes of study	**Part 1: Peer observation** **Part 2: Professional Practice; Developing a curriculum-setting learning outcomes and agreeing objectives**	
A2. Teach and / or support learning	**Part 2: Professional Practice; Assessing Understanding; Evaluation**	
A3. Assess and give feedback to learners	**Part 2: Professional Practice; Assessing Understanding; Evaluation**	

A4. Develop effective learning environments and approaches to student support and guidance	**Part 2: Professional Practice; Developing a curriculum-setting learning outcomes and agreeing objectives**	
A5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	**Part 1: Peer observation** **Part 2: Professional Practice; contribution of new information, including reference to debates in current literature**	

Core Knowledge	Aligned aspect of T&LHE Module Assessments	Reflection on how your engagement with the assessments – and other module activities – has contributed to your development against the named Core Knowledge element
K1. The subject material	**Meeting T&LHE Learning Outcome 2: Critically assess the main concepts and theories with regard to teaching and learning in the context of higher education**	
K2. Appropriate methods for teaching, learning and assessing in subject area and in the level of the academic programme	**Part 1: Peer observation** **Part 2: Professional Practice; Developing a curriculum-setting learning Part 2: Professional Practice; Assessing Understanding; Evaluation outcomes and agreeing objectives.** **Write a reflective conclusion which draws together how your own professional practice has changed as a result of participation in this module.**	

K3. How students learn, both generally and within their subject/disciplinary area(s)	**For recognition as Associate Fellow you must evidence K1 and K2. Please use the fields against K3 to K6 to provide further information relating to how the assessed work or other activities on the module may also have engaged you with K3 to K6.**	
K4. The use and value of appropriate learning technologies		
K5. Methods for evaluating the effectiveness of teaching		
K6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching		

Professional Values	Aligned aspect of T&LHE Module Assessments	Reflection on how your engagement with the assessments – and other module activities – has contributed to your development against the named Professional Value
V1. Respect individual learners and diverse learning communities	**Part 2: Professional Practice; Delivering Teaching and Learning Activities**	
V2. Promote participation in higher education and equality of opportunity for learners	**Part 2: Professional Practice; Delivering Teaching and Learning Activities**	
V3. Use evidence informed approaches and the outcomes from research, scholarship and continuing professional development	**Part 2: Professional Practice; Assessing Understanding; Evaluation outcomes and agreeing objectives.** **Write a reflective conclusion which draws together how your own professional practice has changed as a result of participation in this module.**	

V4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice	**Part 2: Professional Practice; Assessing Understanding; Evaluation outcomes and agreeing objectives.** **Write a reflective conclusion which draws together how your own professional practice has changed as a result of participation in this module.**	

Review and assessment verification	
This section is to be signed by the ALPINE Mentor after review and any requested revisions to the Reflective Narrative Matrix. matrix should then be returned to the student for uploading to Mahara. It will then be made available to the assigned Assessor.	
Reviewed by ALPINE Mentor (Signature)	
Date	
Assessed by assigned assessor (Signature and comments)	
Date	
Moderated by Programme Leader/designate (Signature and comments)	
Date	

Appendix IV. Reflective Narrative Matrix D2 – Modules 2 and 3

Reflective Narrative Matrix D2 – Modules 2 and 3

Successful recognition through ALPINE requires the presentation of evidence that is clearly mapped against the relevant dimensions of the UKPSF. **For those of you who are undertaking one of the named PG Certificates**- **and seeking recognition as a Fellow of the HEA through completing the programme**- the matrix below is provided for the purpose of gathering your evidence.

Having already completed a specific reflective matrix for the Teaching and Learning in Higher Education module, **you should complete the matrix below for your second and third modules on your named Pg Cert.**

You will need to provide an explanation of how your evidence meets specific aspects of the UKPSF, and should refer to the UKPSF while undertaking this task. Please note that in seeking recognition as Fellow of the HEA, **you are required to evidence: engagement with all Areas of Activity, all Core Knowledge dimensions, and all Professional Values.** Most of your evidence will come from the Teaching and Learning in Higher Education module, but some of your evidence will also come through completing the other modules on the PG Cert.

On completion of this matrix you should submit it to your Mentor. They will indicate whether there are areas within your reflection that would benefit from further clarification. Subject to any enhancements you are asked to make, you should upload the Reflective Narrative Matrix to your ALPINE portfolio in Mahara so it can be formally assessed. The recommended word limit for the Reflective Narrative Matrix is 1000 words.

UKPSF Dimension	Module Title – INSERT TITLE HERE	
Areas of Activity	**Learning or assessment task or component of module**	**Reflection on how your engagement with the assessments – and other module activities – has contributed to your development against the named Area of Activity**
A1. Design and plan learning activities and/or programmes of study		
A2. Teach and / or support learning		
A3. Assess and give feedback to learners		
A4. Develop effective learning environments and approaches to student support and guidance		
A5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices		

Core Knowledge	Learning or assessment task or component of module	Reflection on how your engagement with the assessments – and other module activities – has contributed to your development against the named Core Knowledge element
K1. The subject material		
K2. Appropriate methods for teaching, learning and assessing in subject area and in the level of the academic programme		
K3. How students learn, both generally and within their subject/disciplinary area(s)		
K4. The use and value of appropriate learning technologies		
K5. Methods for evaluating the effectiveness of teaching		
K6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching		

Professional Values	Learning or assessment task or component of module	Reflection on how your engagement with the assessments – and other module activities – has contributed to your development against the named Professional Value
V1. Respect individual learners and diverse learning communities		
V2. Promote participation in higher education and equality of opportunity for learners		
V3. Use evidence informed approaches and the outcomes from research, scholarship and continuing professional development		
V4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice		

Review and assessment verification	
This section is to be signed by the ALPINE Mentor after review and any requested revisions to the Reflective Narrative Matrix. matrix should then be returned to the student for uploading to Mahara. It will then be made available to the assigned Assessor.	
Reviewed by ALPINE Mentor (Signature)	
Date	
Assessed by assigned assessor (Signature and comments)	
Date	
Moderated by Programme Leader/designate (Signature and comments)	

Date	

Appendix V. Reflective Narrative Matrix D2 – Final Reflection

Reflective Narrative Matrix D2– Final Reflection

Successful recognition through ALPINE requires the presentation of evidence that is clearly mapped against the relevant dimensions of the UKPSF. **For those completing one of the PG Certificate programmes- and seeking recognition as a Fellow of the HEA through completing the programme** - the matrix below is provided for this purpose. It is intended to help you evidence how your engagement across your PG Cert, including the assessed work and other activities, aligns with the requirements for being recognised as a **Fellow of the HEA**.

In seeking recognition as Fellow of the HEA, for **your final reflection you are required to evidence how you meet each of the six elements in Descriptor 2 – Fellow of the HEA.** You should have most of the evidence you need to hand already, from the reflective matrix you completed at the end of the Teaching and Learning in Higher Education module, and the matrixes you completed for the other modules you undertook.

Draw upon your previous reflective matrixes, and you may also append them to you final Reflective Narrative should you wish.

On completion of this matrix you should submit it to your Mentor. They will indicate whether there are areas within your reflection that would benefit from further clarification. Subject to any enhancements you are asked to make, you should upload the Reflective Narrative Matrix to your ALPINE portfolio in Mahara so it can be formally assessed. Your assigned Assessor will scrutinise this final reflection alongside your previously completed Reflective Narrative Matrixes and completed Teaching Observation, in order to either (i) endorse the submission of your evidence to the next ALPINE Recognition Panel for recognition as Fellow of the Higher Education Academy, or (ii) to return your evidence to you if there are areas for clarification or enhancement before it can be submitted to the upcoming or a subsequent Recognition Panel

The recommended word limit for this your final Reflective Narrative Matrix is 1500 words.

Descriptor 2 - Fellow of the HEA	Your reflection
Areas of Activity	**How your engagement with the assessments – and other module activities – across your Pg Cert has contributed to your development against each element I to VI of Descriptor 2**
I. Successful engagement across all five Areas of Activity	
II. Appropriate knowledge and understanding across all aspects of Core Knowledge	
III. A commitment to all the Professional Values	
IV. Successful engagement in appropriate teaching practices related to the Areas of Activity	
V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice	
VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices	

Review and assessment verification	
This section is to be signed by the ALPINE Mentor after review and any requested revisions to the Reflective Narrative Matrix. matrix should then be returned to the student for uploading to Mahara. It will then be made available to the assigned Assessor.	
Reviewed by ALPINE Mentor (Signature)	
Date	
Assessed by assigned assessor (Signature and comments)	
Date	
Moderated by Programme Leader/designate (Signature and comments)	
Date	