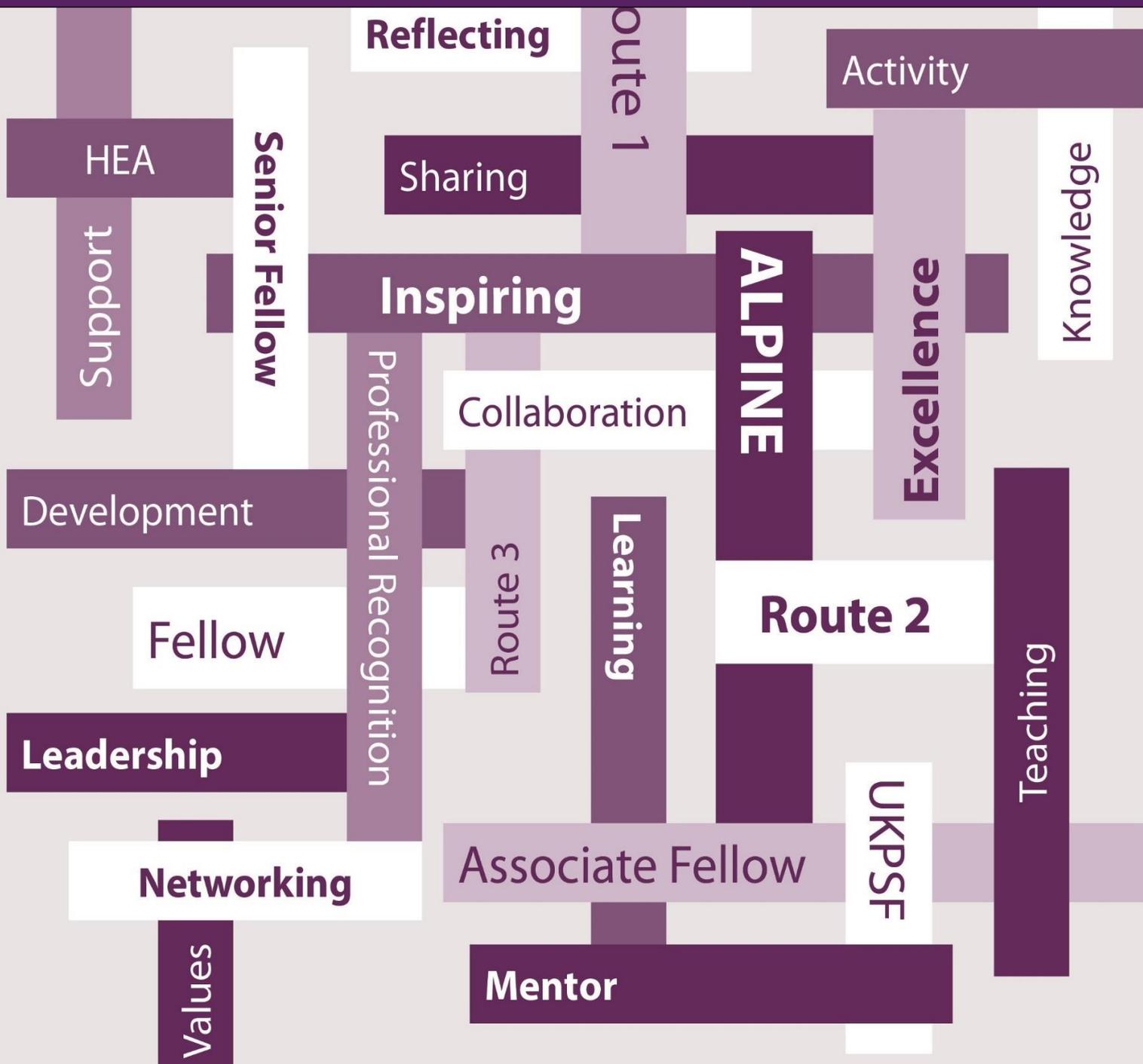




Introduction to ALPINE

Accredited Learning, Professional development and Innovation in Education at UHI



Seeking Recognition through the Portfolio Route

October 2019 Revision

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“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.”

ALPINE applicant who achieved recognition as Senior Fellow HEA and who as a result engaged in various other professional development initiatives and who is now a mentor and panel member for ALPINE

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. What we refer to as Routes 1 and 2 of ALPINE (through the Postgraduate Certificate programmes) are also open to colleagues from SRUC.

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 Route 3 Portfolio of Professional Practice. As you will see, ALPINE also offers professional recognition as Associate Fellow HEA and Fellow HEA through successful completion of one of the Postgraduate Certificates in the Masters of Education programme. 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
<p>A1 Design and plan learning activities and/or programmes of study</p> <p>A2 Teach and/or support learning</p> <p>A3 Assess and give feedback to learners</p> <p>A4 Develop effective learning environments and approaches to student support and guidance</p> <p>A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</p>	<p>K1 The subject material</p> <p>K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</p> <p>K3 How students learn, both generally and within their subject/disciplinary area(s)</p> <p>K4 The use and value of appropriate learning technologies</p> <p>K5 Methods for evaluating the effectiveness of teaching</p> <p>K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</p>
Professional values	
<p>V1 Respect individual learners and diverse learning communities</p> <p>V2 Promote participation in higher education and equality of opportunity for learners</p> <p>V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</p> <p>V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice</p>	

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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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 with 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	
<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> 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 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.

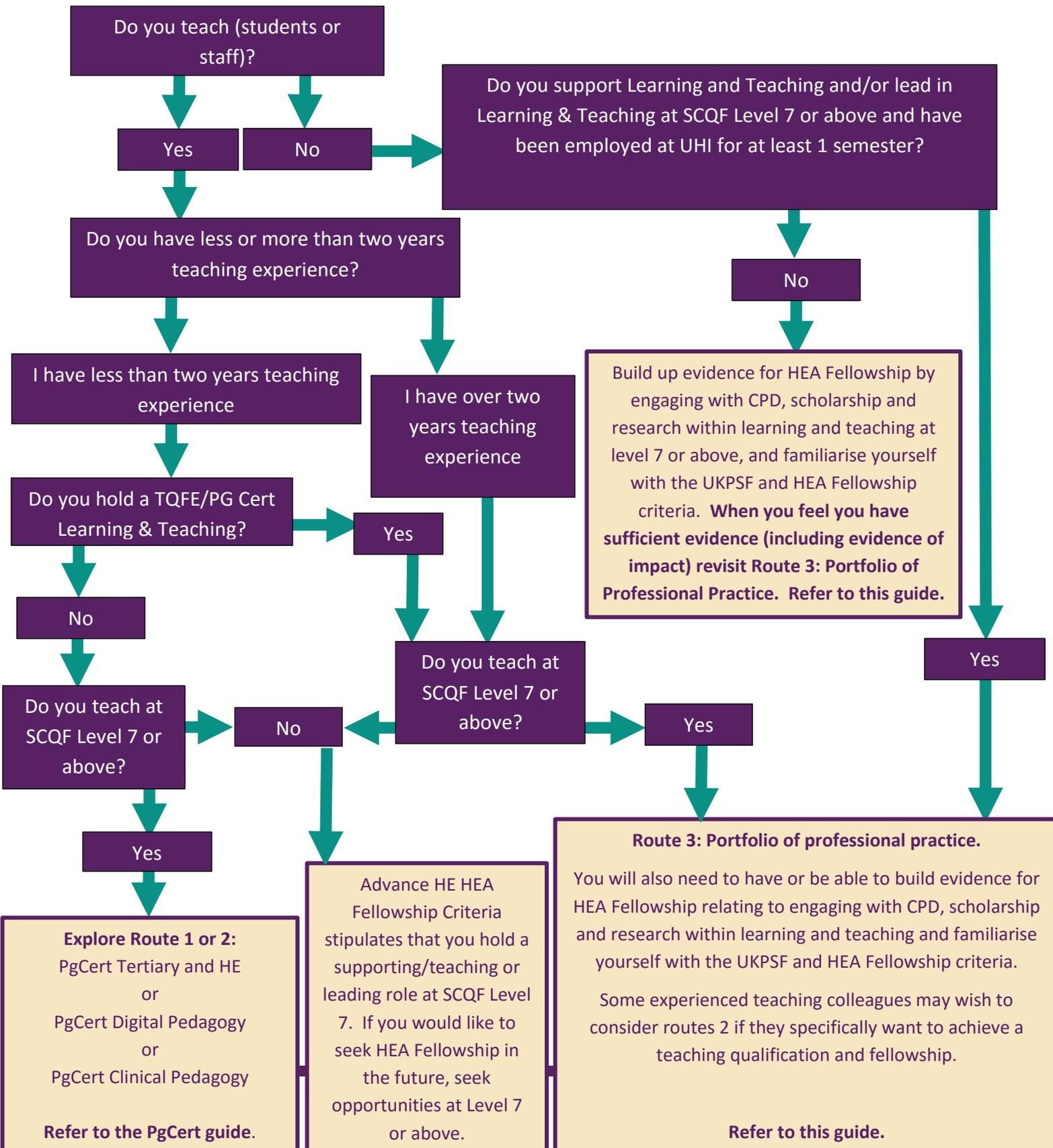
The nature and range of the evidence to be produced is determined by the category of Fellowship recognition that is being applied for, as outlined in Section 3.

Recognition Routes 1 and 2 as outlined above are open to UHI colleagues in addition to staff from SRUC who are students on one of the Postgraduate Certificate programmes. Route 3 of the ALPINE scheme – Portfolio of Professional Practice – is only open to members of UHI staff, including postgraduate students who have teaching and student support related responsibilities and employed student officers of HISA (Highlands and Islands Students Association).

This guide relates specifically to the Route 3 Portfolio of Professional Practice route to recognition. Colleagues seeking recognition through completing the Postgraduate Certificate Tertiary and Higher Education, Postgraduate Certificate Digital Pedagogy or the Postgraduate Certificate Clinical Pedagogy are directed towards the separate guidance document that is available.

The route map diagram below 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
<p>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.</p>	<p>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</p>	<p>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</p>
<p>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.</p>	<p>Descriptor 1 – Associate Fellow Descriptor 2 – Fellow Descriptor 3 – Senior Fellow</p>	<p>Evidence-based educational practice Reflective practice and continuous improvement Supporting professional development in learning and teaching</p>

<p>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</p>	<p>Descriptor 1 – Associate Fellow</p> <p>Including D1 VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities</p> <p>Descriptor 2 – Fellow</p> <p>Including D2 VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices</p> <p>Descriptor 3 – Senior Fellow</p> <p>Including D3 VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices</p>	<p>Reflective practice and continuous improvement</p> <p>Supporting professional development in learning and teaching</p>
<p>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</p>	<p>In particular:</p> <p>A5, K2, K5, V3</p> <p>D1 I, II, V and VI</p> <p>D2 I, III, V and VI</p> <p>D3 I, V, VI and VII</p>	<p>Evidence-based educational practice</p> <p>Reflective practice and continuous improvement</p> <p>Supporting professional development in learning and teaching</p>

<p>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</p>	<p>Areas of Activity 1 to 5 Core Knowledge 1 to 6 Professional Values 1 to 4 Descriptor 1 – Associate Fellow Descriptor 2 – Fellow</p>	<p>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</p>
<p>6. Provide visibility and structure to our continued professional development (CPD) activities for colleagues to engage in and which link to recognition against UKPSF</p>	<p>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</p>	<p>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</p>

		<p>Active and creative use of technology</p> <p>Integrated and sustainable teaching practice</p> <p>Harnessing open education approaches</p> <p>Supporting the learner as an individual</p> <p>Reflective practice and continuous improvement</p> <p>Supporting professional development in learning and teaching</p>
<p>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</p>	<p>In particular:</p> <p>A5, V3, V4</p> <p>D1 V and VI</p> <p>D2 V and VI</p> <p>D3 V, VI and VII</p>	<p>Evidence-based educational practice</p> <p>Integrated and sustainable teaching practice</p> <p>Reflective practice and continuous improvement</p> <p>Supporting professional development in learning and teaching</p>
<p>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</p>	<p>In particular:</p> <p>K4</p>	<p>Providing a connected learning experience</p> <p>Active and creative use of technology</p> <p>Harnessing open education approaches</p> <p>Supporting the learner as an individual</p>

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 to 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 have 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 previous 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.

Active Group

- ALPINE participants engaging with the UKPSF;
- ALPINE participants sharing good practice through ALPINE e.g. Digital Artefacts;
- Successful ALPINE applicants who are mentoring/reviewing.

Core Group

- ALPINE Panel Chair;
- ALPINE First Reviewer;
- Those above engaging with educational scholarship and research in the wider community, sharing good practice beyond

Peripheral Group

- Colleagues attending ALPINE information sessions;
- Colleagues attending LTA webinars and/or events;
- Colleagues disseminating ALPINE information;

The following diagram provides an illustrative case study of an individual who through participation in ALPINE and the wider work of the LTA has progressed through the community of practice.

Individual Benefits

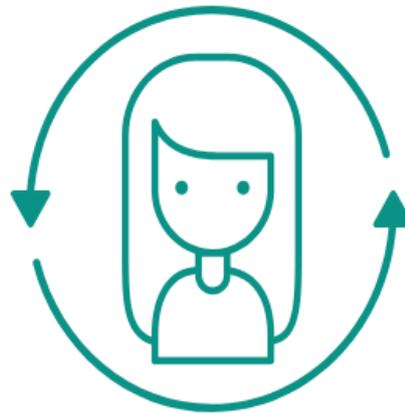
Case Study



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



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



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



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

18/03/2019: Promotion
Senior Lecturer

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



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



24/05/2018: ALPINE Reviewer

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.”

For an insight into some of the ways other colleagues have felt they have benefitted from engaging with ALPINE, please see Section 11 for interviews with colleagues who have successfully engaged with ALPINE to achieve Associate Fellow, Fellow and Senior Fellow of the Higher Education Academy.

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.

2.4 ALPINE and your engagement with educational scholarship and research

As an important part of your engagement with ALPINE, and the evidence to be submitted in your Portfolio of Professional Practice, you will need to articulate your own understanding of and engagement with educational scholarship and research. This can be in relation to the wider literature and research relating to learning and teaching generally and/or within your own specific discipline, including which educational models, concepts and approaches have influenced or align with your own practice. You may also be engaged in your own educational scholarship or research projects, for example evaluations and action research related to your own practice or your own learners experiences. Within the UKPSF, evidencing your engagement with educational scholarship and research comes into A5 and V3. It is also embedded to increasing degrees across the Descriptors for Associate Fellow, Fellow and Senior Fellow.



Beyond the ALPINE workshops there are a range of webinars and events offered through the LTA that can help you engage with relevant educational theory and literature

If you are in a teaching role then it is likely that you are already familiar with relevant literature and concepts relating to learning and teaching, and if you have undertaken in the past a Postgraduate Certificate in learning and teaching (or something comparable) then you will have a grounding in relevant educational scholarship and literature already. However, if you are completely new to the field of educational scholarship and research you need not worry. You will be supported through the ALPINE workshops and the mentoring process to identify educational concepts, ideas and approaches in the wider literature that relate to your own role and practice, and to source relevant reference material to support your application. This applies equally to colleagues who are in learning and teaching support and

leadership roles, and if this includes yourself rest assured you be guided towards finding relevant educational literature and research that relates directly to your own role, context and practice.

Beyond the ALPINE workshops and mentoring, you will also be able to participate in other LTA events to help you engage with the wider educational literature and make clear and informed links within your application between the literature and your own practice and reflections.

3. CATEGORIES OF HEA FELLOWSHIP AND ALPINE REQUIREMENTS

In this section we provide information on the application requirements for each category of Fellowship offered through ALPINE, including indicative roles, eligibility and application criteria.

The opportunity to seek recognition through the ALPINE scheme is open to all staff across the university who are in a learning and teaching role, learning and teaching related role, or educational leadership role that is Higher Education focused. This includes all academic staff across the partnership who have a teaching responsibility for provision at SCQF level 7 upwards.

Please note that colleagues interested in gaining recognition as Principal Fellow HEA can receive mentoring support through ALPINE, but will be then apply directly to Advance HE for recognition as a Principal Fellow of the HEA through meeting the Advance HE criteria for PFHEA.

3.1 Descriptor 1: Associate Fellow

Indicative roles at UHI
<p>Supporting learning and teaching</p> <p>Colleagues in non-academic or academic-related roles (e.g. library staff, educational technologists, learning resource developers) or who have specific teaching responsibilities (e.g. graduate students).</p> <p>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 with all aspects of the UKPSF is not expected.</p>
Eligibility
<p>Colleagues coming forward for recognition for Associate Fellow should have been in post at UHI for one of the Academic Partners for a minimum of one semester, and the practice put forward as the basis for recognition should be based on work undertaken in the last five years.</p>

ALPINE Application Criteria

Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning.

Individuals should be able to provide evidence for DI-DVI for [Descriptor 1](#)

Applicant statement (up to 500 words)

With a focus on your role and responsibilities and a narrative around why you feel the category of Fellowship you are applying for is the most appropriate one (making direct reference to the Descriptor for Associate Fellow).

Reflection on professional practice (1200 words)

Comprising an Evidence Matrix (up to 300 words) and up to two Case Studies (up to 900 words combined) providing explicit evidence of meeting Descriptor 1. The reflection should make reference to the University [Learning and Teaching Enhancement Strategy Values](#).

One of your Case Studies should provide a narrative that relates directly to the Digital Artefact you have chosen to produce and/or share

Statement on future aspirations in UHI role (up to 500 words)

With focus on 'supporting learning and teaching' and the work in this area you would hope to take forward as an Associate Fellow. You should also make reference to which particular aspects of the UKPSF and the Learning and Teaching Enhancement Values you intend to embed in your practice, support the embedding of, or role model and exemplify going forward.

Links to or examples of further resources relevant to application (including any appendices you want to include).

One referee statement

To be requested by yourself and included in your submission.

Digital Artefact

One Digital Artefact that can be used to share good practice and useful educational resources across the UHI partnership via the UHI Toolkit (see <https://www.uhi.ac.uk/en/educational-development-unit/showcase-and-toolkit/>). The Digital Artefact should be informative or inspiring to others, or provide colleagues with materials or resources they can potentially

repurpose in their own practice. One of your case studies should explore the work around your digital artefact.

Your digital artefact(s) should be relevant to and align with the category of fellowship D1. Associate Fellow

‘Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning’

Your Digital Artefact may include:

Learning and teaching materials or resources, with accompanying explanation of how they can be repurposed or reused;

Good practice case study for LTA website;

Introductory/‘How To’ post for the LTA blog on a chosen pedagogic/student support/learning and teaching enhancement approach or process.

Referee Statement

Who is your Referee?

Select someone who knows your work well;

Your referee must be internal to UHI;

We recommend your referee has HEA Fellowship but if you are finding this difficult then please follow the HEA guidelines for referees:

“Your referee should either be a Fellow, senior Fellow, or Principal Fellow of the HEA, or an appropriate experienced member of staff working for a Higher Education Institution” (HEA);

Your referee can not be your ALPINE mentor.

Contact your referee when you have a draft application ready that you can share with them. Send your references your draft application, along with this **Introduction to ALPINE guide**, the **UKPSF** and **A3. Professional Recognition Reference (see Appendices)**

3.2. Descriptor 2. Fellow

Indicative roles at UHI

Good practice in learning and teaching

Colleagues who are in lecturing and Module Leader roles, or who have other substantive responsibilities for learning and teaching.

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.

Eligibility

Colleagues coming forward for recognition for Fellow should have been in post at UHI for one of the Academic Partners for a minimum of one semester, and the practice put forward as the basis for recognition should be based on work undertaken in the last five years.

ALPINE Application Criteria

Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning.

Individuals should be able to provide evidence for DI-DVI [Descriptor 2](#)

Applicant statement (up to 500 words)

With a focus on your role and responsibilities and a narrative around why you feel the category of Fellowship you are applying for is the most appropriate one (making direct reference to the Descriptor for Fellow)

Reflection on professional practice (2600 words)

Comprising your Evidence Matrix (up to 600 words) and two to three Case Studies (up to 2000 words combined) providing explicit evidence of meeting Fellow criteria. The reflection should make reference to the University [Learning and Teaching Enhancement Strategy Values](#).

One of your Case Studies should provide a narrative that relates directly to the Digital Artefact you have chosen to produce and/or share

Statement on future aspirations in UHI role (up to 500 words)

With focus on 'developing learning and teaching' and the work in this area you would hope to take forward as a Fellow. You should also make reference to which particular aspects of the UKPSF and the Learning and Teaching Enhancement Values you intend to embed in your practice, support the embedding of, or role model and exemplify going forward.

Links to or examples of further resources relevant to application (including any appendices you want to include).

Two referee statements

To be requested by yourself and included in your submission.

Digital Artefact

One Digital Artefact that can be used to share good practice and useful educational resources across the UHI partnership via the UHI Toolkit (see <https://www.uhi.ac.uk/en/educational-development-unit/showcase-and-toolkit/>).

The Digital Artefact should be informative or inspiring to others, or provide colleagues with materials or resources they can potentially repurpose in their own practice. One of your case studies should explore the work around your digital artefact.

Your digital artefact(s) should be relevant to and align with the category of fellowship D2. Fellow

Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning.

Your Digital Artefact may include:

Learning and teaching materials or resources, which could include activity designs, assessment specifications or criteria, or interactive digital resources, with accompanying explanation of effectiveness and how they can be repurposed or reused;

Good practice case study for LTA website, to include some evidence of impact on the student experience or key aspect(s) thereof;

Recording of LTA Webinar on a specific aspect of educational practice or scholarship, previously delivered by the applicant or delivered during preparation of their portfolio.

Referee Statements

Who are your Referees?

Select two people who know your work well;

One person must be internal to UHI;

We recommend at least one has HEA fellowship but if you are finding this difficult then please follow the HEA guidelines for referees:

“At least one of your referees should either be a Fellow, senior Fellow, or Principal Fellow of the HEA, or an appropriate experienced member of staff working for a Higher Education Institution” (HEA);

Your referee can not be your ALPINE mentor.

Contact your referee’s when you have a draft application ready that you can share with them. Send your references your draft application, along with this **Introduction to ALPINE guide**, the **UKPSF** and **A3. Professional Recognition Reference (see Appendices)**

3.3. Descriptor 3. Senior Fellow

Indicative roles at UHI

Educational Leadership

Colleagues with identifiable educational leadership responsibilities, in relation to formal roles or initiatives they lead, and who can evidence leading, supporting or Mentoring others in developing learning and teaching.

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

Eligibility

Colleagues coming forward for recognition for Fellow should have been in post at UHI for one of the Academic Partners for a minimum of one semester, and the practice put forward as the basis for recognition should be based on work undertaken in the last five years.

ALPINE Application Criteria

Demonstrates a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning.

Individuals should be able to provide evidence of **DI-DVII** [Descriptor 3](#)

Applicant statement (up to 500 words)

With a focus on the applicants role and responsibilities and a narrative around why the applicant feels the category of fellowship they are applying for is the most appropriate for them (making direct reference to the Descriptor for Senior Fellow)

Reflection on professional practice (5000 words)

Comprising your Evidence Matrix (up to 1000 words) and two to three Case Studies (up to 4000 words combined) providing explicit evidence of meeting Senior Fellow criteria. The reflection should make reference to the University [Learning and Teaching Enhancement Strategy Values](#). Links to or examples of further resources relevant to application (including any appendices you want to include)

One of your Case Studies should provide a narrative that relates directly to the Digital Artefact you have chosen to produce and/or share

Statement on future aspirations in UHI role (up to 500 words)

With focus on 'leading enhancement or innovation in learning and teaching' and the work in this area you would hope to take forward as a Senior Fellow. You should also make reference to which particular aspects of the UKPSF and the Learning and Teaching Enhancement Values you intend to embed in your practice, support the embedding of, or role model and exemplify going forward.

Two referee statements

To be requested by yourself and included in your submission.

Digital Artefact

One Digital Artefact that can be used to share good practice and useful educational resources across the UHI partnership via the UHI Toolkit (see <https://www.uhi.ac.uk/en/educational-development-unit/showcase-and-toolkit/>). The Digital Artefact should be informative or inspiring to others, or provide colleagues with materials or resources they can potentially repurpose in their own practice. One of your case studies should explore the work around your digital artefact.

Your digital artefact(s) should be relevant to and align with the category of fellowship D3. Senior Fellow

Demonstrates a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning.

Your Digital Artefact may include:

Learning and teaching guidelines, policy documents or staff/professional development resources that are focused on or designed to support effective educational or curriculum leadership, team working, Mentoring and the wider dissemination of good practice;

Good practice case study for LTA website which focuses on a learning and teaching approach or initiative/s that has contributed to high quality student learning experiences at a programme, subject network, department or institutional level;

Recording of LTA Webinar on a specific aspect of leading, Mentoring or supporting others in the development of their learning and teaching practice.

Referee Statements

Who are your Referees?

Select two people who know your work well;

One person must be internal to UHI;

We recommend at least one has HEA fellowship but if you are finding this difficult then please follow the HEA guidelines for referees:

“At least one of your referees should either be a Fellow, senior Fellow, or Principal Fellow of the HEA, or an appropriate experienced member of staff working for a Higher Education Institution” (HEA);

Your referee can not be your ALPINE mentor.

Contact your referee’s when you have a draft application ready that you can share with them. Send your references your draft application, along with the Introduction to **ALPINE guide**, the **UKPSF** and **A3. Professional Recognition Reference**. (See Appendices)

3.4 Descriptor 4. Principal Fellow

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. Please contact alpine@uhi.ac.uk for more information and to be paired with a mentor.

Indicative roles at UHI
<p>Strategic leadership with external impact</p> <p>Colleagues who hold may strategic academic leadership or other roles within which they can evidence internal and external impact on learning and teaching practice</p> <p>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.</p> <p>Individuals should be able to provide evidence of DI-DV Descriptor 4. (p7)</p>

3.5 How do I register?

There are two ALPINE cohorts each academic year. The first cohort begin in August and work towards submitting an application in November (for Associate Fellow and Fellow applications) and December (for Senior Fellow applications). The second cohort begin in January and submit in April (for Associate Fellow and Fellow applications) and May (for Senior Fellow applications). You can register at any point in the academic year and where possible should indicate on your application form which cohort you would like to start with.

The [ALPINE webpages](#) provide more information on registration.

We recommend that you first speak with your line manager to seek their support (although seeking line manager support is not a requirement). You should then complete and submit the form 'ALPINE Registration for Professional Recognition' (Appendix I).

If you wish to seek recognition as Principal Fellow of the HEA, this process involves applying directly to Advance HE. However, you can still receive advice and Mentoring support through the ALPINE scheme, and should contact the scheme co-ordinator at alpine@uhi.ac.uk.

4. HARNESSING DIGITAL TECHNOLOGIES AND SPACES AND PREPARING YOUR EVIDENCE

As you know the use of digital educational technologies, and the role of digital educational practice, is central to how the university provides access to education across our wide geographic area and ensures our students to have an equitable educational experience from within their own locations and communities. This is also critically important in the context of ALPINE, as we harness the same technologies and similar networked approaches to those that support our students to ensure an equivalence of support and experience for our colleagues seeking professional recognition through ALPINE, regardless of where within the university network they are located. This extends to the applicant workshops you will engage in, how we offer mentoring support, how we support or mentors and recognisers, and also to how we run our professional recognition panels for ALPINE.

There is a wider purpose to this too, which is in harnessing ALPINE to “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” (ALPINE Guiding Principal 8).

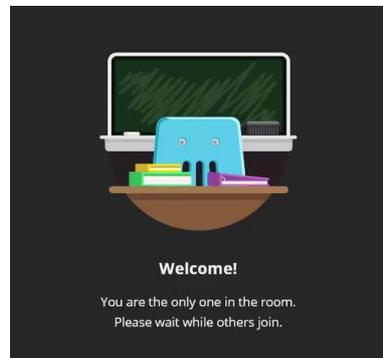
Through using a range of digital spaces in the application and recognition process, ALPINE encourages you to connect with other participants within your cohorts, to encourage collaboration and peer support, to share good practice during and beyond ALPINE through the submission of you Digital Artefact, and to experience technologies you can use to support your own learners.

4.2 What digital spaces will I use?

The diagram on the next page illustrates some of the key ways in which digital technologies and spaces are used in ALPINE. For more information on the workshops outlined below see section 5.

Seeking Professional Recognition through ALPINE Workshop

Webinar



A virtual classroom that is accessed through a web link. You can join from anywhere with Wi-Fi and have access to a chat space. The presenter may use online polling, screen sharing or present PowerPoint slides.



Preparing your ALPINE Application

Workshop

Video conference



Mentoring Meetings

Often through WebEx Team



You may be mentored by someone outside your Academic Partner (see Section 6). Mentoring meetings are often done through WebEx Teams.



Joined through a dial in code. You can join through video conference suites in your own Academic Partner or through WebEx Team from your desktop.

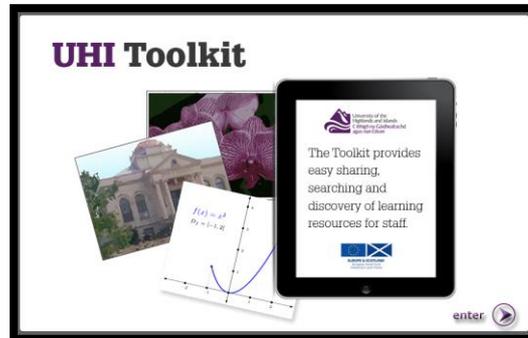
“A great session - really enjoyed the opportunity to work as part of a group on this - it has the potential to be a very isolated process but the LTA team seem to be doing everything they can to stop this from being the case - much appreciated!”

Video conference attendee;

Digital Artefact Submission

UHI Toolkit

The [UHI Toolkit](#) is a database of learning resources that shares good practice across the Academic Partnership.

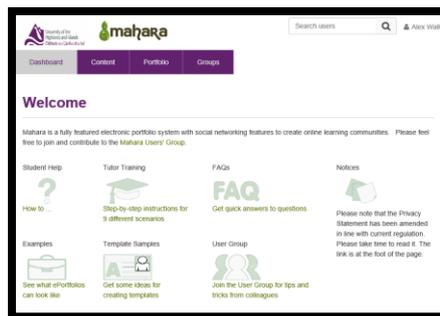


You will use the UHI Toolkit to upload and provide access to the Digital Artefact you will produce as part of your evidence. You can explore a selection of Digital Artefacts produced for ALPINE via the toolkit and on the [ALPINE Successes webpage](#).



Submitting an application

Mahara online portfolio



You will be given access to your own e-portfolio in Mahara. Mahara is a fully featured electronic portfolio system with social networking features to create online learning communities. Mahara is pre-populated with further detailed guidance on how to bring together your evidence within your e-portfolio. You will also have access to a Mahara guide.

“I enjoyed the experience of pulling together my evidence. I used new UHI tools which benefits the staff that I support.”

Submitting to Mahara

This short video explores in more detail how digital tools and spaces are used in ALPINE, for our workshops, mentoring, and submitting your portfolio of evidence: <https://joom.ag/m2La>

Further specific guidance on how to use the digital spaces through your application process will be provided by the ALPINE Coordinator once your ALPINE journey is underway. This includes the ‘ALPINE Digital Artefact(s) and Mahara Guide’ which you will receive a copy of.

5. APPLICANT SUPPORT

The process of seeking professional recognition through Route 3 - Portfolio of Professional Practice is designed to be a supportive and collegiate one, and to ensure wherever possible that the recognition process is a successful one. An overview of who will provide you with support and what the support will look like is provided below.

5.1 Who will support me?

ALPINE Coordinator

The ALPINE Coordinator will provide guidance and support throughout your ALPINE application journey and should be contacted with any questions or concerns in regards to the application process and ALPINE mentoring arrangements.

alpine@uhi.ac.uk



Head of the Learning and Teaching Academy

The Head of the LTA provides workshop facilitation and oversees Principal Fellowship mentoring, and is available to provide support and advice for applicants around educational scholarship and research.

alpine@uhi.ac.uk



Your Mentor and Critical Friend

Your ALPINE Mentor will provide feedback at least twice on your application. You can also seek a Critical Friend review on a near completed draft of your application. More information if provide in section 6.



Your peers

Peer support will provide you with motivation, ideas and support. We encourage applicants to connect through the workshops and through the online forum available to all applicants.



5.1 The diagram below provides information on workshop and mentoring support

‘Seeking Professional Recognition through ALPINE’ Workshop

This workshop can be attended before or after you have registered for ALPINE. The workshop provides an overview of ALPINE, including the different routes to recognition, the criteria for each fellowship category and introduces workshop applicants to the UKPSF.



‘Preparing your ALPINE Application’ Workshop

This three hour interactive workshop explores professional identity, mapping your evidence to the UKPSF, and you will explore exemplars and how you will provide evidence for the category of fellowship that you are applying for through exploring the ‘What, How and Why’. The workshop will also begin to explore the examples you have provided in your evidence matrix, and this will form a pre-workshop task.



Mentoring Support

On completion of the ‘Preparing your Application’ Workshop you will be assigned an ALPINE Mentor who will provide feedback and guidance on your application. Please refer to section 6 for more information on ALPINE Mentoring.



CPD Support

UHI provides a range of CPD opportunities relating to learning, teaching and assessment, educational research and scholarship, and broader student support issues. This includes the programme of professional development workshops and events that is offered through the university’s [Learning and Teaching Academy](#). A range of CPD opportunities that are relevant to ALPINE have been mapped to the various dimensions and descriptor levels of the UKPSF (see Appendix II), and can be used to inform choices on further engagement in CPD.

It is mandatory that you engage with the two ALPINE workshops and your Mentor.

6. ALPINE MENTORING

Mentoring support is fundamental to the ethos of ALPINE as a means to “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” (ALPINE Guiding Principal 7).

Mentoring arrangement for ALPINE are managed and facilitated through [University Mentoring Scheme](#). The University of the Highlands and Islands Mentoring Scheme offers a range of mentoring opportunities for all university colleagues, and is designed to support personal development and skills enhancement of the individual in ways that are contextualised to their own needs, interests and aspirations. The scheme is open to new, early career and more experienced colleagues who are seeking mentoring support, and to colleagues who wish to become mentors.

The scheme is organised around [three distinct mentoring strands](#), comprising:

- Research;
- Learning and Teaching Enhancement;
- ALPINE (Accredited Learning, Professional development and Innovation in Education).

6.1 ALPINE Mentoring

ALPINE mentoring arrangements operates around the duration of your ALPINE application process, at the end of which you as the mentee will submit your application to the ALPINE Recognition Panel. If you are asked to submit additional evidence to the Recognition Panel then the mentoring relationship may continue, if the mentor and mentee agree, until your fellowship is awarded.

6.2 Who is my ALPINE Mentor?

ALPINE Mentors are either:

- UHI colleagues who were supported to submit a direct application to the HEA before ALPINE was implemented so, that they could become ALPINE mentors and support ALPINE applicants;
- Colleagues who have been awarded fellowship of the HEA through ALPINE itself. As well as supporting colleagues engaged with ALPINE, mentoring can provide mentors who are Fellow HEA with experience and evidence in leadership and mentoring, which is part of the evidence required when seeking recognition as a [Senior Fellow HEA \(D3 DVII\)](#)
- UHI colleagues with HEA Fellowship who achieved this through direct application to the HEA, or through another institutional scheme and awarded prior to joining UHI.

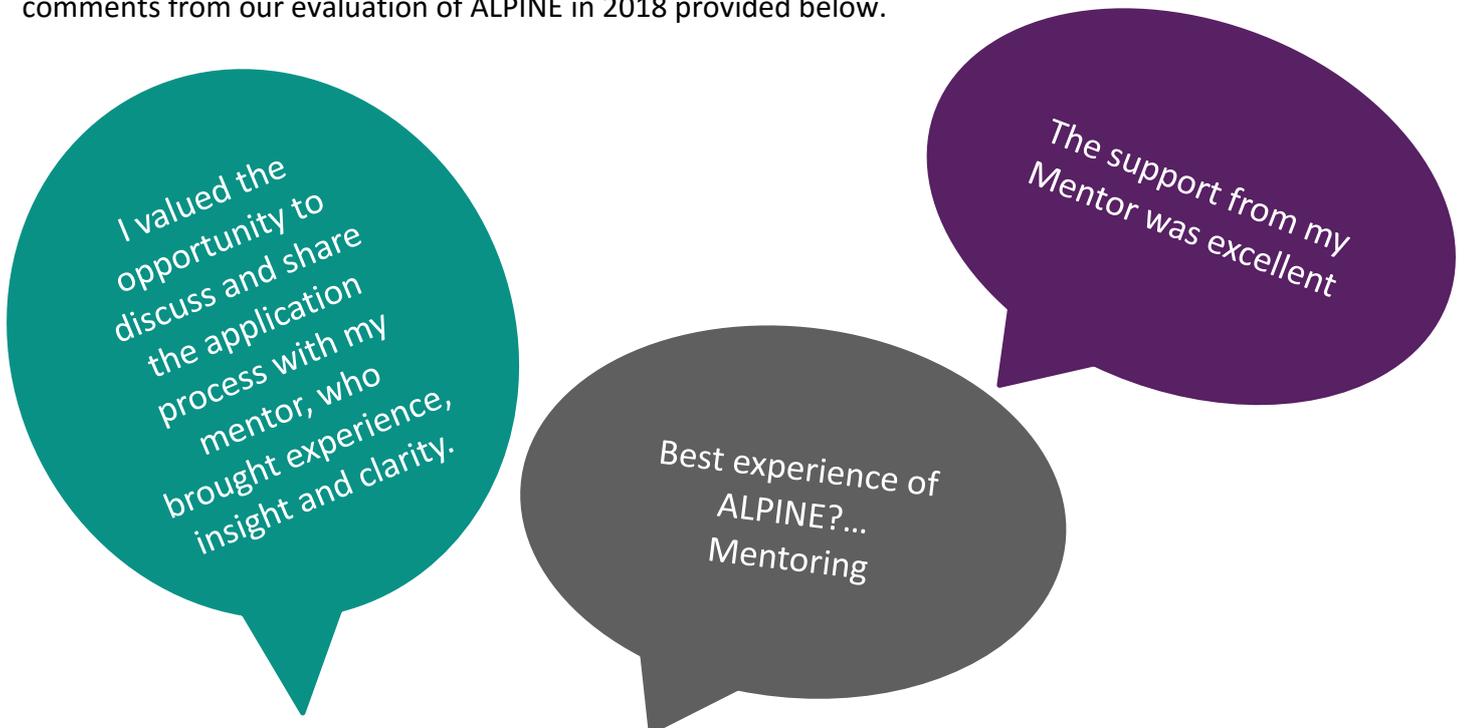
Regardless of how their own Fellowship recognition was achieved, all ALPINE mentors are provided with an ALPINE Mentoring Guide and are required to attend an ALPINE Mentoring/Reviewing briefing session and observe on an ALPINE Recognition Panel. ALPINE mentors are also encouraged to participate in the annual University Mentoring Scheme Residential in August, which provides mentoring techniques training, connects mentors from across the university mentoring scheme, and raises awareness of the three different strands of the University Mentoring Scheme. Mentors also have access to a number of 'bite sized' mentoring techniques training, participated through webinars. More information on the CPD opportunities available to mentors can be found in the ALPINE Mentor and Review Guide.



Dates for the residential are advertised at least a couple of months before the residential on the [LTA events webpages](#).

Further information on the benefits of mentoring for both the mentor and mentee can be found on the [University Mentoring Scheme webpages](#).

Mentoring has been a valuable support to ALPINE applicants past and present, with some illustrative comments from our evaluation of ALPINE in 2018 provided below.



6.3 Diagram outlining the mentoring process and support for ALPINE

Registering as a mentee for ALPINE

On completion of the 'Preparing your ALPINE Application' workshop the ALPINE Coordinator will forward you a link to the online registration form.



Mentor match

The ALPINE Coordinator will match you with a mentor. You may be matched with someone out with your own Academic Partner, discipline and subject area. ALPINE mentoring works well across disciplines/academic partners and the mentoring relationship can be effectively managed through telephone/videoconference/skype. In most instances the ALPINE mentor will hold the same category of Fellowship the mentee is applying for. Occasionally Associate Fellow applicants will be mentored by Fellow mentors and Fellow applicants by Senior Fellow mentors. You will receive an email asking you to accept/decline the match, after which an email will be sent to both mentee and mentor to confirm the match.



Professional Recognition Dialogue Meeting

The 'Professional Recognition Dialogue' meeting happens after you have been matched and the purpose of this meeting is to discuss what is involved in the application process and begin exploring the evidence you will base your application on. The mentee will be required to complete a 'Mentoring Agreement Form' (see Appendices) at the Professional Recognition Dialogue meeting and return it to the ALPINE coordinator at alpine@uhi.ac.uk. An important part of the initial 'Professional Recognition Dialogue' will be to ascertain what evidence of CPD you will be able to bring into your application for recognition. This could include further CPD activities you may want to engage in while preparing your application, either to ensure a strong CPD dimension to your application or to provide further evidence relating to particular areas of learning and teaching practice within your application.



Mentor Requirements

Mentor Requirements: Your Mentor is required to provide feedback on your application at least twice, once at the start of the application journey when your initial ideas and evidence will be reviewed and once near the end of the application journey when they will provide feedback on draft. Meetings beyond the two mandatory meetings are decided between the mentor and mentee and outlined in the Mentoring Agreement Form at the initial 'Professional Recognition Dialogue' meeting. Mentors may

also be requested to provide feedback on additional evidence for applicants who receive a 'Refer' decision at the ALPINE Recognition panel. (Please refer to section 8 for more information on ALPINE Recognition Panel)



Mentee Requirements

Mentee Requirements: Mentoring support is mandatory and mentees must initiate contact with their mentor and are responsible for arranging the 'Professional Recognition Dialogue' meeting. It is a formal requirement that you submit a near completed draft application to your Mentor at least three weeks before the application submission deadline, to allow your Mentor time to provide feedback and for you to act on that feedback. You can request a Critical Friend review at this stage, whereby another ALPINE mentor will provide additional feedback on the draft.

Please contact the ALPINE Coordinator at alpine@uhi.ac.uk with any additional questions in regards to the ALPINE mentoring process or requirements as outlined above.

7. RECOGNITION TIMELINE

Your timeline for recognition will depend on the period over which you agree with your ALPINE Mentor that your application will be produced. Associate Fellow and Fellow applications are normally expected to be completed within two to three months, and Senior Fellow applications are expected to be completed in three to four months from the initial start of the process.

The flow diagram below outlines the sequence of activities to support your submission.

The tables which follows the diagram provide a recommended timeline (for both Associate Fellow/Fellow and for Senior Fellow applications) that should allow for a manageable and timely submission of your ALPINE professional recognition application

1. Complete and submit ALPINE Registration for Professional Recognition



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

This workshop can be attended before or after submitting your ALPINE Registration Form
This workshop is mandatory for all applicants



3. Attend the 'Preparing your ALPINE Application' Workshop

This workshop is mandatory for all applicants



4. Register as a mentee on the mentoring system and access your e-portfolio in Mahara. Arrange your 'Professional Recognition' meeting with your mentor

Decide on main focus and examples to be drawn upon in application with your mentor.
Identify and contact referees at this point.



5. Send a draft application to your mentor and address feedback



6. Refine and finalise full draft of application. Send final draft to your mentor and address feedback

It is mandatory that you send a final draft to your mentor at least three weeks before the submission deadline. Your application will only be accepted at an ALPINE recognition panel if your mentor has feedback on a final draft.



7. Feedback and finalise application

You will be invited to attend a Mahara drop in session in the week prior to the submission deadline.



8. Submit application for Recognition Panel



9. ALPINE Recognition Panel

The Panel meets approximately four weeks after submission. The outcome of the panel will be communicated the week following the recognition panel. Section 8. Provides more information on submission and the recognition process.

Descriptor 1 – Associate Fellow and Descriptor 2 – Fellow		
Approximately 9 weeks from completion of the 'Preparing your Application' workshop		
Week	Focus of activity	
1	Make contact with your Mentor Identify and make contact with referees agreeing a date that you will send them a draft of your application	Mapping/Drafting
2	Arrange first meeting with your Mentor Explore Mahara – introduce yourself on the forum	Mapping/Drafting
3	Meet with your Mentor	Mapping/Drafting
4	Drafting – find time and space to focus on your application	
5	Contact the ALPINE Coordinator with request for a Critical Friend review (optional);	Drafting
6	Final meeting with your Mentor	Final Drafting
7	Review feedback from your Mentor and Critical Friend (if requested) and prepare your application for submission	Final Drafting
8	Create content in Mahara	Final Drafting
9	Submission	Final Drafting

Descriptor 3 – Senior Fellow		
Approximately 14 weeks from completion of the 'Preparing your Application' workshop		
Week	Focus of activity	
1	Make contact with your Mentor	Mapping/Drafting
2	Identify and make contact with referees agreeing a date that you will send them a draft of your application	Mapping/Drafting
3	Arrange first meeting with your Mentor	Mapping/Drafting
4	Explore Mahara – introduce yourself on the forum	Mapping/Drafting
5	Meet with your Mentor	Drafting
6	Drafting – find time and space to focus on your application	
7	Drafting – find time and space to focus on your application	
8	Drafting – find time and space to focus on your application	
9	Contact the ALPINE Coordinator with request for a Critical Friend review (optional)	Final Drafting
10	Final meeting with your Mentor	Final Drafting
11	Review feedback from your Mentor and Critical Friend (if requested) and prepare your application for submission	Final Drafting
13	Create content in Mahara	Submitting
14	Submission	Submitting

8. SUBMISSION AND RECOGNITION PROCESS

The submission and recognition process for the portfolio route to Fellowship is as outlined below.

8.1 Submission deadline and deferral

You must submit your completed application for Route 3 Portfolio of Professional Practice, including the required number of references, to Mahara on or before the submission deadline your cohort has been given by the ALPINE Coordinator.

8.2 Mitigating Circumstances

If you are unable to submit an application to the recognition panel for the submission deadline you must inform the ALPINE co-ordinator alpine@uhi.ac.uk at least one week before the submission deadline. A short extension of a day or two may be possible. Otherwise mitigating circumstances will be taken into account for applicants who wish or need to defer their application to the next recognition panel. However so as to be fair on our Mentors and to distribute support for applicants as evenly as possible, you can only defer the submission of your ALPINE application once. If you do not submit after a deferral you will be de-registered from ALPINE and will be required to submit a new registration form for ALPINE and begin the recognition process afresh.

If you do find yourself needing to re-register for ALPINE this is not a cause for concern, but please do contact the ALPINE Coordinator to identify a realistic time to begin the process again.

8.3 Consideration by Recognition Panel

Applications for professional recognition through Recognition Routes 1 to 3 will be formally considered by the Recognition Panel. The membership of the Recognition Panel comprises a range of colleagues who are in learning and teaching, learning and teaching support, and academic leadership roles across UHI, and will also include external representation as outlined below.

There are four ALPINE Recognition Panels each Academic Year, two panels for Associate Fellow and Fellow applications (December and May) and two for Senior Fellow applications (January and June).

All panel members are required to hold their own recognition from the Advance HE, and to have undertaken the ALPINE Recognition Mentor and Reviewer Briefing session. The majority of the panel will be Fellows and Senior Fellows of the HEA, with Principal Fellow representation as appropriate and required (including External Panel members who will hold either Senior or Principal Fellowship).

For Associate Fellow and Fellow applications, two members of the Recognition Panel will have reviewed each application in detail and will lead the Recognition Panel in a discussion of that application. External Panel members will scrutinise a sample of Associate Fellow and Fellow applications in the role of first or second reviewer. Senior Fellow applications will be reviewed by three members of the Recognition Panel (in keeping with Advance HE requirements), and all three panel members that scrutinise Senior Fellow

applications will be Senior or Principal Fellows themselves. One of the three members scrutinising Senior Fellow applications will be an External Panel Member, who will be required to review a sample of Senior Fellow application. External Panel Members will be Senior or Principal Fellows.

The Recognition Panel, chaired by a colleague who holds their Senior or Principal Fellowship, will then take decisions on each application. The Chair will also facilitate discussion where there is disagreement between panel members who have reviewed the same applications, and may seek an independent decision from the External Panel member.

8.4 ALPINE Recognition Panel Member Roles

The roles and responsibilities of ALPINE Panel Members for the Portfolio of Professional Practice route is outlined below:

- The ALPINE Chair reviews up to two applications and is expected to read all the applications and corresponding reviews ahead of the panel;
- The Panel members are not required to read all the applications and feedback received, but are required to read the other Panel Member's reviews for the applications they also reviewed;
- The External Panel Member reviews a sample of applications and the corresponding reviews across D1-D3 and will be asked to act as moderator for any Associate Fellow and Fellow applications where internal reviewers' recommendations differ or for any Senior Fellow applications where there is not a majority agreement between the three reviewers required to review Senior Fellow applications;
- All Panel Members will have access to the additional evidence that was requested at the previous panel, in relation to any applications for which were referred for minor additional evidence, and which the Chair of the previous panel will have read and reviewed prior to the Recognition Panel. It is not a requirement for Panel Members to read or scrutinise the additional evidence, and it is provided for information and transparency within the business of the panel;
- All Panel Members will have access to the ALPINE Reflective Narrative Matrixes and Teaching Observation for students applying for Fellowship through Routes 1 and 2 - the PG Certificate Programmes. It is not a requirement that Panel members read and scrutiny these, as the recognition process for the PG Certificate programmes is managed within the PG Certificate programmes. Instead the evidence is provided for information and transparency in relation to the ratification of PG Certificate programmes that takes place within the business of the panel.

Please note: Colleagues pursuing recognition as a Principal Fellow of the HEA can seek mentoring support and advice through ALPINE, but will apply directly to Advance HE for recognition itself.

8.5 Data Protection Act (DPA) and the External Panel Member

The introduction of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 means that any External Panel Member acting on behalf of an institution will act as a 'Data Processor' for the institution's data; i.e. UHI will provide the External Panel Member with data. UHI will ensure that External Panel Members work in line with the requirements of the DPA and maintain confidentiality and security of the data at all times.

Individuals who have applied for professional recognition through ALPINE have the right to access their personal data during the three year archive period.

8.6 Outcome of recognition process

There are a number of possible outcomes from the recognition process and the Recognition Panel. The ideal outcome is for successful '**Recognition**' within the category of Fellowship against which you are seeking, and this is the outcome that the mentoring and other support arrangements in place through the ALPINE scheme are intended to help applicants to achieve.

In some instances, the panel may decide to '**Refer**' an application. A 'Refer' decision is used where the panel feel that the application is a strong one, but where there are a small number of areas within the application where there is a lack of clarity in relation to aspects of the UKPSF or the Descriptor category in questions, or where specific examples provided require elaboration. In the event of a Refer decision, applicants are asked to submit additional supporting evidence for inclusion in their Mahara portfolio. A maximum of four points or areas for further evidence can be requested as part of a Refer decision (e.g. elaborating upon or clarifying what has been put forward in relation to any aspect of the UKPSF, the descriptor, or in relation to a key element of the application such as the Future Aspirations statement). The Chair of the panel will be asked to review the additional evidence against the panel's feedback to the applicant, and will take their recommendation to the next Recognition Panel for consideration and ratification.

In the event of you as the applicant receiving a Refer decision, you will have four working weeks within which to submit your additional evidence to your Portfolio for the Chair to review.

It is also possible that the Recognition Panel may reach a decision that an individual's application is underdeveloped or incomplete, or that they have applied for recognition within a category of Fellowship that is unsuitable, although the Professional Recognition Dialogue is partly intended to ensure against this. In the case of an underdeveloped or incomplete application, a 'Resubmit' decision will be recorded and you as the applicant will be asked to submit a new application that directly meets distinctive nature of the Category of Fellowship that you are applying for.

If an unsuccessful application for Fellowship fully addresses the requirements for Associate Fellowship, then in this instance the applicant may be offered the choice of accepting Associate Fellowship if they meet the criteria of Descriptor 1, instead of resubmitting for Fellowship (Descriptor 2). This would not, in any way, preclude a future application for Fellowship.

Recognition panel decisions and feedback are returned to applicants within one working week. You can also be assured, as an applicant, that detailed feedback on the nature of your application, including strengths and any areas for further work, will be provided to you (based on the collated comments of your reviewers) regardless of the final decision reached by the panel.

8.7 Review Timeline

The flow diagram below provides the timeline and key milestones for the reviewing of applications for submitted through ALPINE for Route 3 Portfolio of Professional Practice Route.

1. Applicants submit applications – 4 weeks prior to the ALPINE recognition Panel



2. ALPNE Panel Members are allocated applications to review (usually up to 2 applications each)



3. Reviews are returned to the ALPINE Coordinator on the reviewer pro-forma

2 weeks prior to the ALPINE recognition Panel



4. Collated applications, reviews and recommendations are sent to all Panel Members

1.5 weeks prior to the ALPINE recognition panel

Please refer to the section 8.4 above for information on Panel Member roles and responsibilities



5. ALPINE Recognition Panel

Notes and decisions are recorded by the ALPINE Coordinator



6. ALPINE Coordinator collates feedback and decisions and prepares emails for dissemination. These are sent to the Chair of the Panel for final approval.

Emails with decision and feedback are sent to applicants during the week following the panel



7. Confirmation to Panel Members of decisions and feedback having been communicated

Following dissemination of decisions to applicants (including those who submitted additional evidence following Refer decisions at the preceding panel) the ALPINE Coordinator will send an email to inform all Panel members of the current panel (and the Panel Members of the preceding panel where Refer decisions were taken) that decisions and feedback have been returned to applicants



8. In the case of Refer decisions

For applicants who receive a 'Refer' decision, you will be given four working weeks to respond to the panel feedback and submit the requested additional evidence. The additional evidence is reviewed by the Chair of the Panel that the application originally went to and decisions communicated at the following Recognition Panel by that Chair. In panels where the Panel Chair is different to the Chair who is reviewing additional evidence, the latter will join the panel for that part of the panel only (if they are not also reviewing on the panel)



9. In the case of Unsatisfactory decisions

For applicants who receive an 'unsatisfactory' decision, you will be asked to submit a new application at the next recognition panel or a subsequent recognition round in agreement with the ALPINE Coordinator and your assigned mentor

8.8 Awarding of Fellowships

The awarding of Fellowships of the Higher Education Academy through ALPINE will be recognised through the Learning and Teaching Academy on a twice-yearly basis, following each Recognition Round of the year. This will involve announcing the recognitions awarded via the LTA website, and providing a short profile of colleagues who have been recognised that will also describe or link to examples of their work (including links to the Digital Artefacts in the UHI Toolkit produced by previous applicants).

The list of those colleagues recognised through ALPINE is also disseminated to the Academic Partners of the university at the end of each academic year. Many of the Academic Partners have well established internal processes for recognising the professional achievements of colleagues.

The awarding of HEA Fellowships through ALPINE will also be celebrated publically each year, at university level, through a formal presentation at either: the relevant Faculty Conference; the bi-annual UHI Research Conference; or the bi-annual Learning and Teaching Conference (whichever comes first after the recognition round that the successful applicant has gone through).

8.9 Maintaining integrity and standards within the recognition process

All ALPINE Mentors and Recognition Panel Members (including members of the PG Certificate programme teams) are required to undertake initial staff development (in the form of a one hour briefing session before embarking on ALPINE mentoring and recognition duties.) ALPINE mentors and recognisers are also expected to attend an ALPINE mentoring and recognition development day on an annual basis.

The purpose of the annual development day is to keep abreast of developments to the ALPINE scheme and Advance HE requirements from one academic year to the next, to ensure that their own engagement with the UKPSF remains current and in good standing, and to ensure a consistency in approach to reviewing applications and making recommendations across the pool of reviewers.

8.10 Matters of concern

All those participating in the ALPINE as applicants, mentors or recognisers are advised that in the event that they wish to informally report or raise a general matter of concern for the attention or consideration of the Learning and Teaching Academy, through which ALPINE is coordinated, they can do so through e-mailing alpine@uhi.ac.uk or contacting the Head of the LTA directly and in confidence. Requests from applicants for further information relating to panel decisions and feedback on their application, or to lodge an appeal against a panel decision, can be submitted directly to ALPINE through which it will be raised with the relevant Recognition Panel Chair and responded to within ten working days. Should participants wish to formally report or raise a concern in confidence they can do so through the internal university complaints and appeals process. This concern will then be investigated without disadvantage in a timely and fair manner and in line with the university institutional policy. Participants raising a matter of concern should in the first instance consult with their own Academic Partner's Human Resources Department.

9. AFTER RECOGNITION

As you will hopefully have gathered already ALPINE has a broader purpose beyond your professional recognition as Fellow of the HEA. This lies in harnessing the ALPINE scheme and the associated professional recognition process to celebrate and share good practice, and to work collectively across the university to continue enhancing learning and teaching and the student experience in a range of relevant ways. As such, your professional recognition is an important hallmark of your practice to date but also a platform and opportunity to engage in further developing your own practice and that of your colleagues.

9.1 Engagement in developing and leading good practice

A key part of the evidence to be submitted as part of the application for professional recognition is your 'Future Aspirations' statement. This articulates the ways in which you intend to help support, develop, or lead innovation in learning and teaching going forward and in ways commensurate with the category of Fellowship you have applied for, the UKSPF, and the values within the Learning and Teaching Enhancement Strategy that are most relevant to your own context and practice.

In providing a basis for how you will engage in supporting, developing and leading good practice after their successful professional accreditation through ALPINE, your Future Aspirations statement will also and will become an important reference point in relation to (a) remaining in good standing, and (b) potentially planning to apply for recognition for another category of Fellowship via ALPINE.

9.2 Continuing professional development

Colleagues who achieve their professional recognition through ALPINE are expected to maintain an active engagement in their own CPD with respect to learning and teaching, educational research and scholarship, and/or educational leadership. After your own recognition, you would also be encouraged and supported in to contribute to the continued development of colleagues in relation to learning and teaching, educational scholarship and research, and education leadership development as appropriate to your own context, knowledge and experience. This could include through joining the University Mentoring Scheme, providing informal peer support, continuing to share your own good practice and help colleagues to share theirs, and presenting at learning and teaching events through the LTA and/or within your own Academic Partner, department or area.

As evident elsewhere in this document, there are a range of opportunities in the above areas that colleagues who have come through ALPINE successfully engage in both to their own benefit, and to the benefit of colleagues, as part of the wider ALPINE community that has developed to date.

9.3 Remaining in good standing

Following your professional recognition through the ALPINE scheme, it will be your activities in relation to 9.1 and 9.2 above that will help contribute to you ‘remaining in good standing’ with respect to your professional recognition and the category of Fellowship you have achieved. There is an expectation that you would continue to work in ways that reflect your Fellowship status, and it is recommended that you use your annual Professional Development Review process to capture and communicate your work as Fellow and the influence this is having on the enhancement of learning and teaching in your own role and context, and more widely where applicable.

9.4 Mentoring and peer support within ALPINE

For colleagues who have successfully achieved their professional recognition through ALPINE, one important way in which you can engage in relevant peer mentoring and peer support activity is to become an ALPINE mentor, and contribute to the future professional recognition of your colleagues by mentoring one or two applicants to recognition each year. Colleagues also have the option of becoming a mentor on the Research and/or the Learning and Teaching Enhancement mentoring strands that are also part of the University Mentoring Scheme to support the development of colleagues engaged in learning and teaching and/or educational scholarship and research.

To date, the vast majority of colleagues who have come through ALPINE have gone on to re-engage with the scheme as Mentors, workshop and event facilitators and contributors, and recognition panel members including chairs. In many cases, colleagues who have achieved Fellow of the HEA through ALPINE have used their mentoring activities as evidence to apply for recognition as Senior Fellowship and several more are currently developing their mentoring experience to this end.

As already indicated, other valuable contributions could take the form of contributing to ALPINE workshops as a facilitator or guest speaker, encouraging colleagues to engage in the ALPINE scheme, and leading, supporting or contributing to relevant Learning and Teaching Academy events.

9.5 Planning future professional recognition

Beyond ‘remaining in good standing’ with respect to their professional recognition and category of Fellowship of the HEA, colleagues who have been successfully recognised through the ALPINE scheme are encouraged to think beyond their current category of recognition and aspire to future recognition within subsequent categories of recognition – both as a means to contribute to the development of learning and teaching at the university, but equally as a means to evidence their own developing experience and expertise as a Higher Education professional and practitioner.

10. INSTITUTIONAL REPORTING STRUCTURE FOR QUALITY ASSURANCE AND ENHANCEMENT OF ALPINE ROUTE 3 PORTFOLIO OF PROFESSIONAL PRACTICE

The flow diagram below outlines the annual cycle of activities and reporting related to the quality assurance and enhancement of Route 3 of the ALPINE scheme:

1. Introductory 'Seeking Professional Recognition through ALPINE' workshops for new and potential applicants (run on monthly basis)

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



2. Attendance at the 'Preparing Your Application for ALPINE' workshop

Followed by 'Self Confidence' survey relating to how prepared the applicant feels to produce their application and how effective they found the workshop



3. 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



4. Recording of recognition panel decisions

Including recognise, refer and resubmit decisions across D1 to D3 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



5. Preparation of Annual Report for Advance HE

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



6. 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



7. 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



8. Implementation of enhancements and modifications for next cycle

Focused on efficiency of scheme and 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

11. FURTHER INFORMATION

For further information about the ALPINE scheme, including enquiries about seeking professional recognition, please contact the ALPINE Coordinator at alpine@uhi.ac.uk.

12. ALPINE SUCCESS INTERVIEWS WITH COLLEAGUES WHO HAVE ACHIEVED FELLOWSHIP



Jelena Farkic
Centre for Recreation and Tourism Research
West Highland College UHI

Category of Fellowship: Associate Fellow HEA

Now you have been through the ALPINE scheme, what do you wish you could have asked yourself or thought about before starting the process that may have prepared you for completing the reflection? Thinking of the seemingly insignificant situations that made a huge difference.

What did having an ALPINE mentor mean for you? I had a rather friendly relationship with my mentor from the very beginning. Their role certainly meant a lot, particularly in highlighting the points that needed strengthening, as well as encouraging me to reflect on concrete personal experiences to justify the points I was trying to make.

What advice would you give to someone writing their reflection?
Be less general and more specific.

What does your Fellowship mean to you?

I see a title of Associate Fellow as an important building block in my academic career, as well as an acknowledgement of my previous work and recognition for all the efforts I made to support learning and teaching alongside my doctoral studies.

What has been the benefit to your students and/or people that you support?

I developed a more holistic, mentoring approach in my relationship with students. I see it as a two-way process from which we all learn and benefit.

What has been the best part of the ALPINE process for you?

The process of reflection. We are sometimes unaware of the amount of work that we have made and spending some time thinking of my personal motives as well as pull and push factors to delve into certain aspects of academic work is simply rewarding and gives me more confidence for future work.



Elizabeth McFarlane
Argyll College UHI

Category of Fellowship: Fellow HEA

Now you have been through the ALPINE scheme, what do you wish you could have asked yourself or thought about before starting the process that may have prepared you for completing the reflection?

I had just come out of the TQFE so I had been reflecting a lot over the previous 12 months. The sensible question might have been about having enough time available to commit fully to the task. I am so glad I didn't, because 18 months later I still wouldn't have had the time and it has been the most rewarding experience.

What did having an ALPINE mentor mean for you?

My ALPINE mentor helped me kick my imposter syndrome into touch.

What advice would you give to someone writing their reflection?

Write about everything (career-wise) that you do, everything you are proud of and the lessons that you have learned. Take note of everything you have achieved, everything you want to achieve and all the reasons you want to achieve them. Get familiar with the framework. THEN, start the formal process.

What does your Fellowship mean to you?

Fellowship has given me the confidence to say yes to new career challenges. I have also attended events that I would never have felt I fitted into before.

What has been the benefit to your students and/or people that you support?

Gaining Fellowship has allowed me to mentor new applicants and sit on some recognition panels. Through this I regularly learn about the great work colleagues are undertaking throughout the partnership. I am not saying this has necessarily made me better at what I do, but it regularly reminds

me that I need to keep trying.

What has been the best part of the ALPINE process for you?

ALPINE has offered me a framework of CPD that I really needed. I think the LTA is a superb resource and I love attending lunch time seminars, workshops and larger events. I am excited about the new mentorship scheme. You don't need ALPINE to access these, but the process really motivated me to keep learning, keep meeting new colleagues and keep me pushing my comfort zones.



Ann Tilbury
Executive Office UHI

Category of Fellowship: Senior Fellow HEA

Now you have been through the ALPINE scheme, what do you wish you could have asked yourself or thought about before starting the process that may have prepared you for completing the reflection?

For me it would be a greater awareness of the opportunity to reflect on my professional practice in a holistic way and with that a reminder that reflection takes time and patience!

What did having an ALPINE mentor mean for you?

My ALPINE mentor was wonderful. All of our meetings were virtual and yet we quickly established a way of exploring my draft application which was challenging and supportive while appearing light touch. My mentor had no prior knowledge of my work and although we knew of each other, our knowledge was fairly limited. This helped me take a step back from my professional practice and by doing so enhance the focus of my reflection. Although the mentoring relationship finished some time ago, we have had many opportunities since to support each other in our respective roles within the University which has been really rewarding.

What advice would you give to someone writing their reflection?

Spend time at the outset on structuring the reflection across the professional practice and two case studies and ensure that your unique professional identity and purpose has a chance to shine through.

What does your Fellowship mean to you?

It was an endorsement, in my own mind, that my professional practice was valued and recognised as being informed by theory. It has also given me the opportunity to support colleagues through mentoring which I hope to continue.

What has been the benefit to your students and/or people that you support?

As I see it, the main benefit for those that I support is that I can share and refer to the UK Professional Standards Framework as reference point to explore professional practice and as a basis to develop programmes to enhance professional practice.

What has been the best part of the ALPINE process for you?

Being able to stand back and review my professional practice in a holistic way, and the start of a great friendship with my mentor, if I can have two 'best parts'

12. APPENDICES

A1. ALPINE Registration for Professional Recognition

A2. Professional Recognition Pro-forma (Route 3)

A3. Professional Recognition Reference

A4. Professional Recognition Review Form

A5. Mentor Agreement Form

Mapping of CPD Opportunities to the UKPSF

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A1. ALPINE Registration for Professional Recognition

Please complete and submit this form to Alpine@uhi.ac.uk to register your interest in seeking professional recognition through ALPINE at UHI.

Please ensure you have read the document 'Introduction to ALPINE' before completing this form. It is a requirement that you attend one of the 'Seeking Professional Recognition through ALPINE' workshops before completing this form (unless you are a student on the Pg Certificate Higher Education, in which case the Programme Leader or a member of the Pg Cert team will have briefed you about seeking recognition through ALPINE as part of your studies).

1. About you			
Your name			
E-mail address			
Job title			
Academic Partner			
Subject Network or Department			
Gender (stating this is entirely optional but will allow us to gauge gender representation in relation to participation in ALPINE)			
Recognition Panel you will submit	Autumn: November/January		Spring: May/June

About your role

Please use the space below to briefly describe your professional role and responsibilities as they relate to learning and teaching, or supporting learning and teaching, at UHI. (You do not need to complete this section if you are an external student on one of the PG Certificate programmes).

Intended recognition route

Please indicate (x) the Recognition Route/category of HEA Fellowship you are registering for:

	Route 1	Associate Fellow HEA through Learning and Teaching in HE module
	Route 2	Fellow HEA through Pg Cert Higher Education
	Route 3	Associate Fellow HEA through Portfolio of Professional Practice
	Route 3	Fellow HEA through Portfolio of Professional Practice
	Route 3	Senior Fellow HEA through Portfolio of Professional Practice

Which Category of HEA Fellowship is right for you?

Please take some time to complete this AdvanceHE questionnaire and post your results below.

<https://www.advance-he.ac.uk/form/fellowship-decision-tool>

Confirmation

Please indicate (x) whether you have:

	Attended a 'Seeking Professional Recognition through ALPINE' workshop
	Agreement from your line manager to register for recognition through ALPINE

(This second question does not apply to students on one of the PG Certificate programmes)

Please indicate (tick) if you are currently recognised as:

	an Associate Fellow of the HEA
	a Fellow of the HEA

If you have any queries before submitting this form, then please e-mail the ALPINE co-ordinator at Alpine@uhi.ac.uk

Once your form is submitted we will aim to confirm next steps within two working weeks and provide you with a named ALPINE Mentor and access to the relevant forms and guidance in Mahara.

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A2. Professional Recognition Pro-forma (Route 3)

This is an electronic copy of the Professional Recognition Pro-forma for those seeking recognition through Route 3 of ALPINE – Portfolio of Professional Practice. This version of the Pro-Forma replicates the fields that you will find in the ALPINE Route 3 Template in Mahara, which is where you should compile and then submit your final Portfolio.

You will have received a separate e-mail to your UHI account with instructions for accessing Mahara and copying the ALPINE Route 3 Template into your own Mahara portfolio. You will find further instructions on completing and submitting your portfolio within the template and in the Mahara guide.

You may wish to use this form to plan your Portfolio of Practice, and as a focus for discussion with your ALPINE Mentor during your initial meeting with them.

You should not begin compiling your Portfolio of Practice online before having had an initial meeting with your ALPINE Mentor and having attended a 'Seeking Professional Recognition through ALPINE' workshop. You should also refer to the document 'Introduction to ALPINE' in compiling your portfolio to ensure that you are providing the range of evidence needed for the category of HEA Fellowship you are applying for recognition against.

Please also note the need to contact your chosen referees and ask them to complete and return form A3. Professional Recognition Reference in advance of your final submission.

1. About you	
Your name	
E-mail address	
Academic Partner	
Job title	
Please sign this section to confirm that you are submitting your own authentic work	
2. Intended recognition route	
Please indicate (tick) the category of HEA Fellowship you are seeking recognition against:	
	Associate Fellow of the Higher Education Academy
	Fellow of the Higher Education Academy
	Senior Fellow of the Higher Education Academy
3. Applicant statement	
<p>Please provide here an overview of your reasons for seeking Professional Recognition through ALPINE and why you feel the category of fellowship you are pursuing is the most appropriate for you, with reference to: your general experience as a professional who has a role in supporting, providing or leading learning and teaching in HE; your current role and responsibilities; your own outlook on HE; and your commitment to your own professional development.</p> <p>You must make clear reference to the various elements in the Descriptor for the category of Fellowship you are applying for.</p> <p>The suggested word count for this statement is 500 words.</p>	

4a. Reflection on Professional Practice

You should provide your written Reflection on Professional Practice in the space below.

If you are seeking recognition as an **Associate Fellow**, you should produce a reflection of **up to 1200 words**. Your reflection should be split between an **Evidence Matrix (up to 300 words)** and **Case Studies (up to 900 words)** that in combination will evidence successful engagement with at least two of the five Areas of Activity in the UKPSF, Core Knowledge at K1 and K2, and a commitment to appropriate Professional Values and meet the criteria as outlined in the UKPSF for **Descriptor 1**.

For recognition as a **Fellow**, you are expected to produce a reflection of **up to 2600 words**. Your reflection should be split between an **Evidence Matrix (up to 600 words)** and **Case Studies (up to 2000 words)** that in combination will evidence engagement across all three dimensions of the UKPSF and meet the criteria as outlined in the UKPSF for **Descriptor 2**.

For recognition as a **Senior Fellow**, you are expected to produce a reflection of **up to 5000 words**. Your reflection should be split between an **Evidence Matrix (up to 1000 words)** and **Case Studies (up to 4000 words)** that in combination will evidence engagement across all three dimensions of the UKPSF and which demonstrate successful co-ordination, support, supervision, management and/or Mentoring of others (whether individuals and/or teams) in relation to teaching and learning as outlined in the UKPSF for **Descriptor 3**.

Regardless of the category of Fellowship you are seeking recognition against, you should ensure that your Reflection on Professional Practice – and the **Case Studies** provided therein - make explicit reference to the various dimensions of the UKPSF and the relevant Descriptor and provide a clear narrative of how your practice and work aligns with them. Within your case studies in particular, you may want to identify a small number of rich examples to base this aspect of your reflection on rather than try and cover a greater range of examples in less depth and detail.

4b. Evidence Matrix

Use this **Evidence Matrix** table to provide a short summary of various activities that align to the UKPSF Areas of Activity, Core Knowledge and Commitment to Professional Values appropriate to the category of fellowship you are pursuing. The word limit for the Evidence Matrix is **up to 300 words** for **Associate Fellow**, **up to 600 words** for **Fellow** and up to **1000 words** for **Senior Fellow**.

Within the evidence matrix the emphasis is on **What** you do that aligns to **Areas of Activity**, **Core Knowledge** and **Professional Values** in the UKPSF. It is expected that some of your examples are mapped to the university Learning and Teaching Enhancement Values from the [Learning and Teaching Enhancement Strategy](#).

The **How**, **Why** and **Impact** of what you should be addressed directly in your Integrative Case Study/ies.

Examples of Professional Practice	Timeframe	Areas of Activity	Core Knowledge	Professional Values	D3VII (For Senior Fellow)	<u>LTES Values</u>

Please add or remove rows as appropriate to the number of examples you are outlining in the Evidence Matrix.

4c. Case Studies

Your Case Studies are expected to relate to and expand upon a selection of the professional practice examples presented in your Evidence Matrix and provide an in-depth account of your practice exploring the **How**, **Why** and provide evidence of **Impact**, thus evidencing the criteria for the relevant Descriptor of the Fellowship category that you are pursuing. For **Associate Fellow** you must provide **up to two** Case Studies, for **Fellow two to three** Case Studies and for Senior Fellow **two to three** Case Studies with clear and detailed evidence of **D3 VII** across the Case Studies.

Your Case Studies should also make clear reference to the **Learning and Teaching Enhancement Strategy Values** that are most directly relevant to, and which are embedded in, your practice.

One of your Case Studies should relate directly to the **Digital Artefact** you have submitted as part of your portfolio. This means, for example, that your Case Study may relate to the specific context, issues or practices that are captured or partially captured in your Digital Artefact, or *why* you produced your Digital Artefact and for *whom* or *what* purpose. The Case Study is not intended to be about *how* you produced your Digital Artefact from a technical perspective.

Case Studies	
Case Study One:	
Case Study Two:	
Case Study Three:	

Please add or remove rows as appropriate to the number of Case Studies you are submitting.

5. Your Digital Artefact(s)

A key requirement of recognition through ALPINE is to produce a 'Digital Artefact' that relates to one of your Case Studies.

Your Digital Artefact should provide evidence of good practice and should be informative or inspiring to others or provide colleagues with materials and/or resources they can potentially repurpose in their own practice. Your Digital Artefact should be relevant to and align with the category of fellowship that you are pursuing. See the detailed further guidance provided in the 'Introduction to ALPINE' guide (Section 3).

Please use this space to summarise what you are putting forward, and why it may be of value/informative/or inspiring to others. Indicate which specific aspects of the UKPS, or the Descriptor for the category of Fellowship you are applying for, your Digital Artefact relates most strongly to.

Please also be explicit in your role in creating your Digital Artefact(s) and provide a link to your Digital Artefact(s) in the UHI Toolkit.

6. Future Aspirations in UHI Role

Gaining professional recognition through ALPINE is primarily about your current practice, but it also about how you plan to contribute to the development of learning and teaching at UHI if you are successful in achieving your professional recognition.

Please provide a narrative in this respect below, focusing either on:

- Supporting learning and teaching (if you are seeking recognition as an Associate Fellow)
- Developing learning and teaching (if you are seeking recognition as a Fellow)
- Leading innovation and enhancement in learning and teaching (if you are seeking recognition as a Senior Fellow)

Your Future Aspirations statement should also describe what being recognised with Fellowship of the HEA would mean for your own practice but also for those you work alongside. You should also explore and identify professional development opportunities you would like to engage in going forward.

You should also make reference to which particular aspects of the UKPSF and the [Learning and Teaching Enhancement Values](#) you intend to embed in your practice, support the embedding of, or role model and exemplify going forward

The suggested word count for this statement is 500 words.

7. Your Referees

Please use the space below to provide details of your two chosen referees. At least one of your referees should be internal to UHI, and both should be familiar with your work and able to discuss your work in relation to the relevant dimensions of the UKPSF.

Referee 1

Title	
Name	
Position	
Institution	
Category of HEA Fellowship held (or state 'none')	
E-mail address	

Referee 2

Title	
Name	

Position	
Institution	
Category of HEA Fellowship held (or state 'none')	
E-mail address	
8. Declaration	
<p>I declare that the information I have provided for my application for Professional Recognition accurately reflects the professional experience and practice that it describes, and I now submit my Portfolio of Professional Practice for consideration by the ALPINE Recognition Panel.</p>	
Signed (insert electronic signature)	
Date	

ALPINE

Accredited Learning, Professional development and Innovation in Education

A3. Professional Recognition Reference

You are receiving this reference request because a colleague at the University of the Highlands and Islands (UHI) is seeking professional recognition through our ALPINE (Accredited Learning, Professional development, and Innovation in Education) scheme.

ALPINE is UHI's scheme for recognising good practice in learning and teaching, learning and teaching support, and learning and teaching leadership in Higher Education. It allows UHI to recognise colleagues as Associate Fellow/Fellow/Senior Fellow of the UK's Higher Education Academy – an important and nationally recognised professional status - based on their professional experience and practice within their Higher Education role.

The applicant has been asked to obtain two references, at least one being internal to UHI. They have also been asked to send you a copy of the Introduction to ALPINE document, which outlines the requirements for being recognised as an Associate Fellow, Fellow or Senior Fellow of the Higher Education Academy (as contained in the Descriptors for each category of Fellowship).

If you are an **internal referee** we ask you to base your reference on your knowledge of the applicant's professional work and outlook with respect to their current role in providing, supporting, or leading learning and teaching at HE level. We would also ask you to offer your views about which aspects of their practice align with the category of Fellowship they are applying for.

If you are an **external referee** out with UHI, you do not need direct knowledge of the ALPINE scheme or Higher Education Academy Fellowships to provide a reference for the referee. However, we would ask that you base your reference on your knowledge of their professional work and experience in supporting, or leading learning and teaching in HE. If you are unfamiliar with the requirements for Fellowship we would invite you to look at the Descriptor for the category of Fellowship being applied for and align your comments to this. If you are familiar with the requirements please comment on the suitability of the category of Fellowship being pursued.

The applicant has been asked to enclose a copy of the document 'Introduction to ALPINE' with this reference request. If this is not enclosed please contact Alpine@uhi.ac.uk.

1. About the applicant (TO BE COMPLETED IN ADVANCE BY APPLICANT)

Name	
------	--

E-mail address	
Academic Partner at UHI	
Job title	
Category of Fellowship that is being applied for	
2. How you know the applicant?	
Please provide a brief explanation of how you know the applicant and the context(s) within which you have experienced their work in providing, supporting, or leading HE provision.	
3. Your reference	
Please provide your reference here, in accordance with the guidance provided above.	
4. Your details	
Please use the space below to provide your details.	
Title	
Name	
Position	
Institution	
Your category of HEA Fellowship (if held)	
E-mail address	
Contact telephone number	
5. Signature	
Signed (insert electronic signature)	
Date	

If you have any queries in relation to this reference request please contact the ALPINE co-ordinator at alpine@uhi.ac.uk.

ALPINE

Accredited Learning, Professional development and Innovation in Education

A4. Professional Recognition Review

This form is to be used for reviewing applications for Professional Recognition through Recognition Route 3 of ALPINE – Portfolio of Professional Practice.

In the information accompanying this form you will have been assigned as either the First Reviewer or Second Reviewer for the candidate in question for Associate Fellow and Fellow applications, and either the First Reviewer, Second Reviewer or Third Reviewer for Senior Fellow applications. You will have been provided with a private URL that will provide you with access to their online Portfolio of Practice in Mahara.

You will also have been notified of the date by which your review should be returned to the ALPINE co-ordinator, and the date for the ALPINE Recognition Panel at which this application will be considered. Please note that the main business of the ALPINE Recognition Panel will be to consider applications received through Recognition Route 3, and to review and ratify the recognition recommendations for Recognition Routes 1 and 2 that have been put forward by the Programme Leader for the Postgraduate Certificate in Higher Education.

The broad criteria you are asked to use in summarising your judgements on the applications for Recognition Route 3 that you have received is Unsatisfactory, Refer and Recognise.

Unsatisfactory: You may use the Resubmit judgement to indicate where in the portfolio you think there is either no or very weak evidence against a particular aspect of the UKPSF including the Descriptor for the relevant category of Fellowship, or where a particular section or element of the application is incomplete or weak. Where the reviewers and panel reaches a consensus judgement of Resubmit for the portfolio as a whole, the applicant is asked to re-write and resubmit their portfolio for review and consideration at a future recognition panel.

Refer: You may use the refer judgement to identify aspects of the portfolio within which there is slight or underdeveloped evidence against a particular aspect of the UKPSF, the relevant Descriptor, or where a particular section or element of the application is missing specific detail. Where the reviewers and panel reaches a consensus judgement of 'Refer', this indicates that the applicant has submitted a good claim for Fellowship but should have an opportunity to submit additional evidence to their portfolio to address specific areas (up to a maximum of four) where the evidence presented needs to be clarified or elaborated. Additional evidence will be considered by the panel Chair, against the feedback provided to the applicant, and the Chair's recommendation then taken to the subsequent recognition panel for ratification.

Recognise: You may use the recognise judgement to indicate where there is good to excellent evidence against a particular dimension of the UKPSF, the relevant Descriptor, and the other required elements of the portfolio. Where the reviewers and panel reach a consensus judgement of 'Recognise' this indicates that the applicant should be recognised within the category of HEA Fellowship for which they have applied.

1. Reviewer details	
Your name	
Academic Partner	
Job title	
First/Second Reviewer	
2. Applicant	
Name	
Academic Partner	
Job title	
Category of Fellowship that is being applied for	
3. Applicant statement	
<p>Please provide here any general comments you have on the applicant statement, including their reasons for seeking Professional Recognition through ALPINE; their current role and responsibilities; outlook on HE; commitment to their own professional development.</p> <p>Please note the applicant must have also clearly referenced the Descriptor for their chosen category of Fellowship, and explained the relevance of the category of Fellowship that they are applying for.</p>	
4a. Reflection on Professional Practice	
<p>Please provide a below general review of the applicant's Reflection on Professional Practice comprising their Evidence Matrix and Case Studies, including the extent to which they are providing appropriate and clear evidence of relevant to the UKPSF and category of Fellowship being sought.</p> <p>Associate Fellow: Must map to at least 2 areas of activity, at least K1 and K2 Core knowledge and appropriate professional Values. Fellow and Senior Fellow: To all areas of the UKPSF</p>	
I. Successful engagement across the five Areas of Activity (2 for Associate Fellow)	
<p>Areas of Activity Looking at the evidence presented across the Evidence Matrix and Case Studies:</p>	

<p>Are you satisfied that there is appropriate evidence (at least one clear and relevant example of practice) for each of the five areas of activity (or two for Associate Fellow applications)?</p> <p>Please tick or underline Yes or No.</p>	
YES	If Yes, please highlight below any particular strengths you want to comment on:
NO	If No, please identify the Areas of Activity against which there is a lack of evidence.
II. Appropriate knowledge and understanding across all aspects of Core Knowledge (at least K1 and K2 for Associate Fellow)	
<p>Looking at the evidence presented across the Evidence Matrix and Case Studies:</p> <p>Are you satisfied that there is appropriate evidence (at least one clear and relevant example of practice) for each of the six Core Knowledge (at least K1 and K2 for Associate Fellow applications)?</p> <p>Please tick or underline Yes or No.</p>	
YES	If Yes, please highlight below any particular strengths you want to comment on:
NO	If No, please identify the Core Knowledge against which there is a lack of evidence.
III. A commitment to all the Professional Values (appropriate Professional Values for Associate Fellow)	
<p>Looking at the evidence presented across the Evidence Matrix and Case Studies:</p> <p>Are you satisfied that there is appropriate evidence (at least one clear and relevant example of practice) for each of the four Professional Values (or as relevant to an Associate Fellow application)?</p> <p>Please tick or underline Yes or No.</p>	
YES	If Yes, please highlight below any particular strengths you want to comment on:
NO	If No, please identify the Core Knowledge against which there is a lack of evidence.

	FOR DESCRIPTOR 1 - ASSOCIATE FELLOW
	IV. A commitment to appropriate Professional Values in facilitating others' learning
	Please comment on how evidence presented aligns with criteria D1 IV for <u>Associate Fellow</u>
	V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities
	Please comment on how evidence presented aligns with criteria D1 V for <u>Associate Fellow</u>
	VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities
	Please comment on how evidence presented aligns with criteria D1 VI for <u>Associate Fellow</u>
	FOR DESCRIPTORS 2 and 3- FELLOW and SENIOR FELLOW
	IV. Successful engagement in appropriate teaching practices related to the Areas of Activity
	Please comment on how evidence presented aligns with the above criteria for <u>Fellow or Senior Fellow</u>
	V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice
	Please comment on how evidence presented aligns with above criteria for <u>Fellow or Senior Fellow</u>
	VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices
	Please comment on how evidence presented aligns with above criteria for <u>Fellow or Senior Fellow</u>
	FOR DESCRIPTOR 3 - SENIOR FELLOW
	VII. Successful co-ordination, support, supervision, management and/or Mentoring of others (whether individuals and/or teams) in relation to teaching and learning
	Please comment on how evidence presented aligns with the above criteria for <u>Senior Fellow</u>
	4b. On the basis of the evidence presented in 4a what is your current decision against the Resubmit/Refer/Recognise criteria? Please state and explain.

5. The Learning and Teaching Enhancement Strategy Values

Please comment on the narrative around the Learning and Teaching Enhancement Values and your view as to whether the applicant has indicated which values are relevant to their application.

6. Digital Artefact(s)

Please indicate whether you were able to access the Digital Artefact put forward by the applicant.

Provide your view on whether the applicant produced a Digital Artefact congruent to the category of Fellowship being applied for, whether there was a clear link between one of their case studies and the Digital Artefact itself, and whether you feel the Digital Artefact is of potential use to inform, inspire or support the practice of others.

7. Future Aspirations in UHI Role

i. Please provide your impressions of the applicant's future plans and aspirations within their UHI role, including whether they are appropriate to the category of Fellowship being sought, and whether they have clearly identified the aspects of the UKPSF and Learning and Teaching Enhancement Values that will be embedded, supported, or exemplified in their future practice.

ii. Applying the Unsatisfactory/Refer/Recognise criteria to their Future Aspirations, please state where you feel the applicant is on this continuum with a brief supporting explanation.

7. Overall judgement

i. Please provide your overall judgement against the Unsatisfactory/Refer/Recognise criteria

ii. If the overall judgement reached for Fellow is 'unsatisfactory', does the evidence address the requirements for Associate Fellow and should the applicant be offered the choice of accepting Associate Fellow instead of resubmitting for Fellow?

iii. Please provide here feedback that can be provided to the applicant, taking particular care to provide feed forward that they can act upon if your recommendation is Unsatisfactory or Refer, and also highlighting any areas of good practice that could be shared more widely.

Feedback from the all of the reviews will be collated and returned to the applicant.

A5. Mentoring Agreement Form

The University of the Highlands and Islands Mentoring Scheme

MENTORING AGREEMENT FORM

It is essential that at the beginning of the Mentoring relationship both partners are clear about and agree upon what they expect from each other. Please complete this Mentoring agreement together at the professional dialogue meeting to establish the ground rules and provide a starting framework for the partnership.

Once completed the mentee is required to return the agreement form to the Mentoring Scheme coordinator by email to Mentoring@uhi.ac.uk.

Mentor contact details			
Mentor Name/Address			
Mentor preferred method of contact (eg. Phone/Email)	Preference		
	Tel no		
	Email address		
Mentee Name/Address			
Mentee preferred method of contact (eg. Phone/Email)	Preference		
	Tel no		
	Email address		
We agree on the following goals and objectives as the focus of this Mentoring partnership			
•			
Contact agreement			
We will meet for			Hours
Every			Month/s
for a period of/until	6 months	12 months	until ALPINE Recognition Panel
Our meetings will take place (meetings to be set up by the mentee)			
In person at			
and/or through VC			
and/or through Cisco Spark/Skype			

Our ground rules for this Mentoring partnership are: *(for example any no-contact times, what each person is prepared to talk about, e.g. work/personal issues)*

-

For ALPINE Mentoring

The following comments box may be used for the initial dialogue for ALPINE mentees/Mentors.

Application submission deadline	
Initial feedback on application draft/mapping and actions going forward	
•	
For Associate Fellow, areas of UKPSF identified which will form the basis of the application	
For Senior Fellow, discussion around evidence that the mentee will explore in their application against DVII. Successful co-ordination, support, supervision, management and/or Mentoring of others (whether individuals and/or teams) in relation to teaching and learning	
Any areas of CPD/research that can be identified and explored before the application submission date	
•	
ALPINE Recognition Panel Review Process discussed	
Digital Artefact (s) discussed	
Referee Statement (s) discussed	
Requirements of Applicant Statement and Future Aspirations discussed and content planned	
Mentoring agreement	

We will maintain the confidentiality of our partnership, with disclosure of matters discussed only being revealed more widely with the agreement of both Mentor and mentee.

We will both evaluate progress and the Mentoring partnership to ensure that our individual needs are being met. In the event that either wishes to withdraw from the Mentoring partnership we will contact the Mentoring Scheme co-ordinator.

Mentee's Signature & Date	Mentor's Signature & Date

MAPPING OF CPD OPPORTUNITIES TO THE UKPSF

UHI is committed to high quality continuing professional development (CPD) for its entire staff, and engaging in relevant CPD is a requirement of seeking professional recognition through ALPINE as an Associate Fellow/Fellow/Senior Fellow of the HEA.

There are provisions in place that are either dedicated to staff development or have a significant staff development remit and which facilitate or deliver CPD opportunities such as short courses or tailored one-off sessions. As well as centrally provided opportunities within the university, local Academic Partner activities will also help those who wish to demonstrate engagement and good standing in relation to relevant CPD.

The university's Learning and Teaching Academy offers a range of relevant professional development webinars, symposia, events and workshops relating to learning and teaching, and related to ALPINE itself. The LTA also manages the Staff Development fund. This fund is used to support staff in any number of staff development opportunities from contributing towards PhD fees, supporting staff to attain other qualifications such as the Postgraduate Certificate in Tertiary and Higher Education and to help with costs towards attending one-off events such as conferences.

The Graduate School also offer relevant professional development opportunities, for example the PhD supervision training sessions which are held twice a year and, more recently, a one day workshop for postgraduate research students who are starting to teach.

Beyond this, each individual Academic Partner College has its own CPD support systems in place with activities ranging from specific training in the use of UHI digital systems through to development sessions around feedback and assessment. Academic Partner CPD programmes reflect the needs of different partner colleges, but they will also work closely with the LTA to co-ordinate the delivery of UHI-wide CPD.

In the mapping that follows we identify a range of 'centrally delivered' CPD opportunities offered through the LTA, and which is delivered through the LTA or in collaboration with colleagues from across the Academic Partners of the university. While this is a general mapping, it provides a good indication of which CPD opportunities align most closely with key aspects of the UKPSF. For example, across each Academic Year the LTA Connect series of webinars are likely to collectively cover all key aspects of the UKPSF. The Learning and Teaching Academy website should be consulted throughout the year to see which specific workshops and events are coming up and of interest to yourself.

UKPSF Dimension	CPD Provision: Portfolio Route					
	LTA Connect	LTA Learning and Teaching Workshops and Symposia	Lynda.com	Learning and Teaching Conference	Annual Mentoring Residential	Write-UP
	Annual webinar series on best pedagogic practice	Exploring a range of topics in learning and teaching research and scholarship	Online library of instructional videos	Bi-annual university conference	Annual 2 day workshop developing Mentoring techniques	Residential to support colleagues in educational scholarship
Areas of Activity						
A1. Design and plan learning activities and/or programmes of study	X	X	X	X		
A2. Teach and / or support learning	X	X	X	X	X	
A3. Assess and give feedback to learners	X	X	X	X		
A4. Develop effective learning environments and approaches to student support and guidance	X	X	X	X	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	X	X	X	X

Core Knowledge						
K1. The subject material		x	x			
K2. Appropriate methods for teaching, learning and assessing in subject area and in the level of the academic programme	x	x			x	
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	x	x	x		x	
K5. Methods for evaluating the effectiveness of teaching	x	x	x		x	x
K6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching		x				

Professional Values						
V1. Respect individual learners and diverse learning communities	X		x		x	
V2. Promote participation in higher education and equality of opportunity for learners	X				x	
V3. Use evidence informed approaches and the outcomes from research, scholarship and continuing professional development	X		x		x	x
V4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice	X				x	