

ALPINE

2024 - 2027

## Portfolio Route Guide

To achieving Advance HE Fellowships



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## KEY TERMS

**ALPINE (Accredited Learning, Professional development and Innovation in Education):** the UHI scheme for colleagues seeking professional recognitions, including as this guide outlines Advance HE Fellowships.

**Advance HE:** A member-led charity supporting the higher education sector to enhance higher education. [Advance HE](#) have a particular focus on teaching and learning, governance, leadership development and equality, diversity and inclusion.

**PSF:** Advance HE manage the [Professional Standards Framework for teaching and supporting learning in higher education \(PSF\)](#). The PSF is used to benchmark practice against when applying for Advance HE Fellowship.

**Advance HE Fellowship:** Advance HE Fellowships are embedded into HE UK sector and increasingly globally. Holding Fellowship has many benefits ([section 4](#)), including being the benchmark for HE practice in the UK, increasingly sought by employers across the education sector. Advance HE accredit institutional schemes, including the UHI scheme ALPINE. This enables UHI to offer colleagues the opportunity to seek Fellowship through our own recognition panel, and to engage in support and mentoring without cost to the individual or Academic Partner. There are four categories of Fellowship:

- Associate Fellowship (AFHEA<sup>1</sup>)
- Fellowship (FHEA)
- Senior Fellowship (SFHEA)
- Principal Fellowship (PFHEA)

ALPINE is accredited to award Associate Fellowship, Fellowship and Senior Fellowship. Colleagues applying for Principal Fellowship are supported out-with ALPINE to submit applications directly to Advance HE.

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<sup>1</sup> HEA stands for Higher Education Academy, the HEA amalgamated with the Equality Challenge Unit and the Leadership Foundation for Higher Education to become Advance HE. The recognised HEA postnominal letters were kept e.g. AFHEA, FHEA, SEFHEA, PFHEA.

## GUIDE

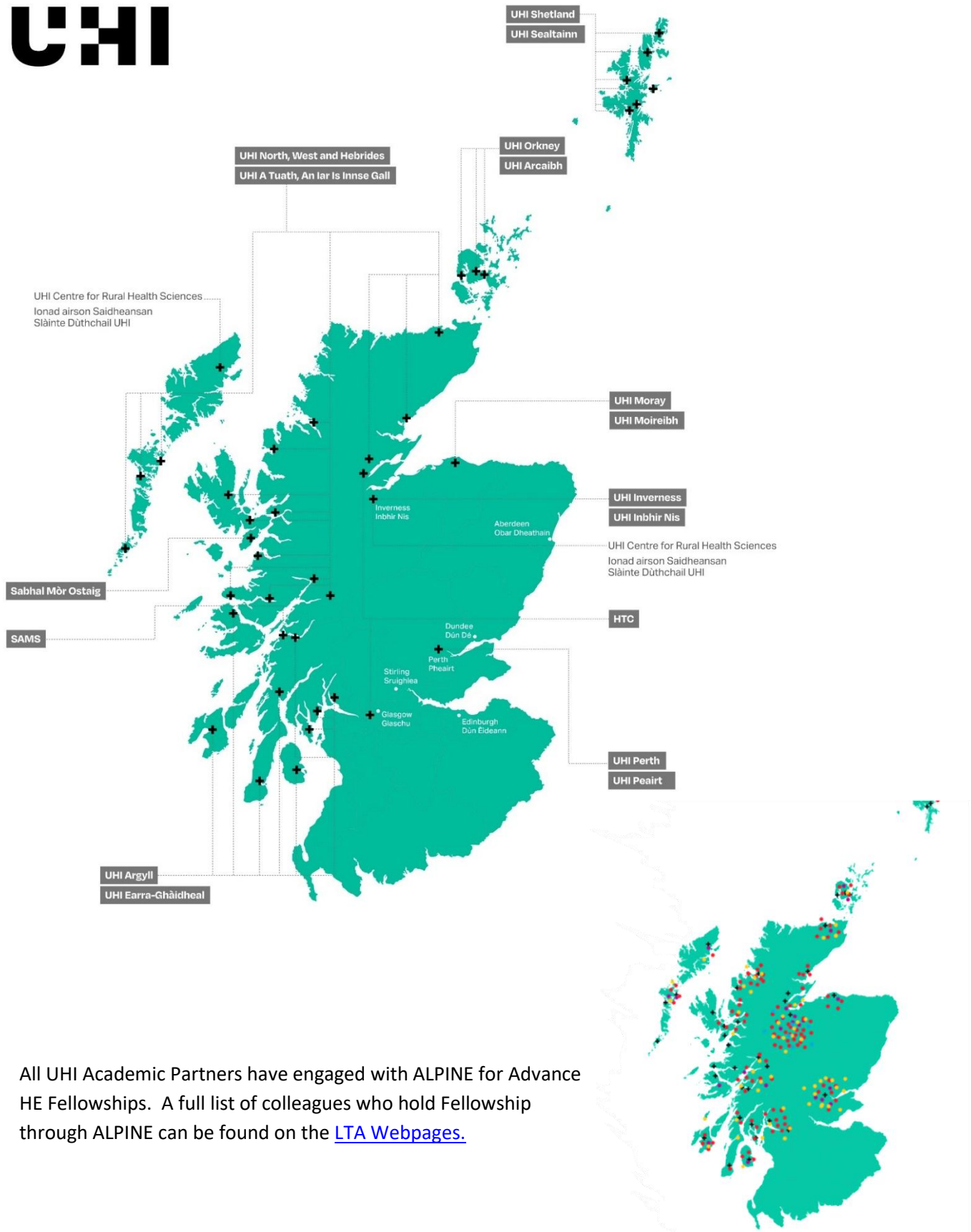
This ALPINE Portfolio Route Guide is split into two parts, part one starts with an introduction to ALPINE and an overview of the [Professional Standards Framework 2023 \(PSF\)](#). The guide then moves onto the benefits of seeking and gaining Advance HE Fellowship through ALPINE, before moving on to [part two](#) which provides practical guidance for staff at UHI who are considering or have already registered for ALPINE on the portfolio route including:

- Eligibility and indicative roles
- ALPINE Advance HE Fellowship application and criteria
- Registering for Advance HE Fellowship through ALPINE
- ALPINE workshops and mentoring support
- Reviewing process
- Celebrating Advance HE Fellowships

You are encouraged to read the whole guide when you are considering registering for Advance HE Fellowship through ALPINE, and then use the guide throughout your portfolio application journey as a reference for what is expected and what support you should engage with to submit a successful application for Fellowship recognition.

Alternative formats for this guide are available, please email [alpine@uhi.ac.uk](mailto:alpine@uhi.ac.uk)

Appendices are provided in a separate document- see Alpine in Brightspace



All UHI Academic Partners have engaged with ALPINE for Advance HE Fellowships. A full list of colleagues who hold Fellowship through ALPINE can be found on the [LTA Webpages](#).

## PART ONE

### 1. INTRODUCTION

**ALPINE** (Accredited Learning, Professional development and Innovation in Education) is the University of the Highlands and Islands (UHI) institutional scheme for professional recognition of staff working in roles that relate to or involve supporting or leading learning and teaching. ALPINE supports professional recognition opportunities that acknowledge the tertiary context that the university operates and celebrates the roles that positively impact student outcomes and experience across Further and Higher Education. This guide relates to the Advance HE Fellowship recognition through ALPINE. ALPINE also offers pathways and/or support for other types of professional recognition of UHI colleagues across HE and FE learning and teaching.

This guide relates to the professional recognition of staff working in learning and teaching, supporting learning and teaching, and educational leadership in Higher Education through awarding Advance HE Fellowships. ALPINE is run through the university's Learning and Teaching team and is central to the work of UHI 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 disseminate their own educational scholarship and research.

Advance HE Fellowships through ALPINE are open to all colleagues in the university who are working at SCQF level 7 and above, in a supporting 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, staff who support learning and teaching, 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. Advance HE Fellowships offered through ALPINE can be sought through three routes:

- Route 1: Taught Route: One module from UHI MEd programmes
- Route 2: Taught Route: Two modules from UHI MEd programmes
- Route 3: Portfolio of Professional Practice Route

What we refer to as Routes 1 and 2 of ALPINE (through the Postgraduate Certificate programme modules) are also open to colleagues from Scotland's Rural College (SRUC) and NHS colleagues in appropriate learning and teaching roles. NHS colleagues must pay a recognition fee directly to Advance HE.

Advance HE Fellowship Routes offered through the ALPINE scheme are aligned with and accredited against the [Professional Standards Framework for teaching and supporting learning in higher education 2023](#) (PSF) and provides the opportunity for colleagues to seek professional recognition as an Associate Fellow, Fellow, or Senior Fellow from Advance HE. ALPINE also provides mentoring support for Principal Fellow applicants



who apply directly to Advance HE for recognition as a Principal Fellow. Advance HE maintains the PSF and Advance HE Fellowships 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 PSF and the different categories of Advance HE Fellowship including the benefits of Advance HE Fellowship recognition, and to explain how you would gain recognition through ALPINE by what we refer to as Route 3 - Portfolio of Professional Practice. As you will see, ALPINE also offers professional recognition as Associate Fellow and Fellow of Advance HE through successful completion of one or two of the modules offered as part of the MEd and MEd Digital Pedagogy programmes. A separate guide is available for colleagues pursuing this pathway.

## 1.2 Guiding principles

The ALPINE scheme has an important role to play at UHI beyond professional recognition and 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 implementation of the university's [Learning and Teaching Enhancement Strategy 2022-2026](#) and the common values for educational enhancement that it contains.

The ethos of ALPINE, which covers different types of professional recognition 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 university's Learning and Teaching Enhancement Strategy 2022-2026 and relevant professional frameworks for the recognition being sought.
2. Ensure that colleagues with a responsibility with respect to learning and teaching, learning and teaching support, and leadership are appropriately recognised through achieving a nationally recognised professional credential(s) (e.g. Advance HE Fellowships, CMALT, GTCS) that is valued across and beyond the UK sector.
3. Provide a means to recognise and celebrate how individual colleagues are developing their learning and teaching practices, and educational leadership.
4. Support engagement in UHI's Learning and Teaching practice 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 taught postgraduate modules as part of the PG Cert Teaching in Tertiary and Higher Education.
6. Provide visibility and structure to our continued professional development (CPD) activities for colleagues to engage in and which link to professional recognition frameworks.

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 UHI Mentoring Scheme; and support the further embedding of the 'common values' of the Learning and Teaching Enhancement Strategy 2022-2026.
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.

Appendix I. shows how the above eight guiding principles for ALPINE relate directly to the PSF and the values of the UHI [Learning and Teaching Enhancement Strategy](#)

### Key members of ALPINE

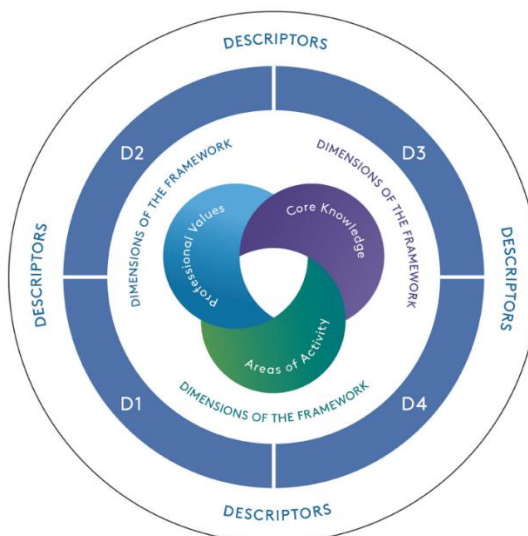
Name	Fellowship Status	Role	Location (where relevant)
ALPINE Scheme Lead/Head of Academic Practice Development (APD)- Alex Walker	PFHEA	The ALPINE Scheme Lead provides workshop facilitation (see 'ALPINE Workshops and Information Sessions') and oversees Professional Recognition mentoring and is available to provide applicants with support and advice and to also trains, supports and guides mentors and ALPINE reviewers. The Scheme Lead is also the point of contact for matters of concern.	Inverness-LTA
ALPINE Portfolio Route Lead/Senior Lecturer in Academic Practice and Innovation- Wendy Jessiman	SFHEA	The ALPINE Portfolio Route Lead will provide workshops, guidance and support throughout their ALPINE application journey and should be contacted with any queries about the application process.	Inverness-LTA
APD Events and Communications Coordinator/ALPINE Panel and Communications Coordinator- Jane Steele	FHEA	The ALPINE Panel and Communications Coordinator will organise and clerk ALPINE Recognition Panels and provide the outcome and feedback following panels that will highlight good practice and areas of development.	Inverness-LTA
ALPINE Mentors/Reviewers	FHEA, SFHEA, PFHEA	Currently there are approximately 20 registered mentors/reviewers for the ALPINE portfolio Route. However, it will depend on availability and mentors/reviewers are asked to opt in or	Across the Academic Partnership  ALPINE External Moderator

		<p>out of the semester mentoring/reviewing responsibilities because time is not remitted. Those who are available to mentor are asked to attend a mentor/reviewing briefing session.</p> <p>ALPINE mentors will provide feedback at least twice during the application process (often more) and will be asked to review up to four applications per Academic Year (see 'ALPINE Mentoring')</p>	
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## 2. The Professional Standards Framework (PSF)

The [Professional Standards Framework](#) for teaching and supporting learning in higher education 2023 (PSF) is managed by [Advance HE](#) and is presented as 15 Dimensions which inform and describe practice and are arranged as three related sets of five: Professional Values, Core Knowledge, and Areas of Activity. Categories of Fellowship are defined through four Descriptors that outline the requirements of Fellowship for each category of Fellowship (see image below). The PSF fosters critically evaluative, inclusive, collaborative, and evidence-informed approaches to teaching and/or supporting learning in diverse academic or professional settings and is used to benchmark practice in HE to demonstrate to learners and other stakeholders, the professionalism that colleagues and institutions bring to teaching and/or supporting learning (PSF 2023, p.2). The PSF also provides a structure for individuals and institutions to review and enhance practices and to meet the evolving needs of learners and society and enables individuals and institutions to review and enhance teaching/supporting learning through providing professional development and sharing of good practice through and beyond ALPINE.

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 ALPINE for Advance HE Fellowships are aligned with the PSF and the categories of Advance HE Fellowship we offer.



(PSF 2023, p.2)

Professional Values	Core Knowledge
In your context, show how you:	In your context, apply knowledge of:
<p><b>V1</b> respect individual learners and diverse groups of learners</p> <p><b>V2</b> promote engagement in learning and equity of opportunity for all to reach their potential</p> <p><b>V3</b> use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice</p> <p><b>V4</b> respond to the wider context in which higher education operates, recognising implications for practice</p> <p><b>V5</b> collaborate with others to enhance practice</p>	<p><b>K1</b> how learners learn, generally and within specific subjects</p> <p><b>K2</b> approaches to teaching and/or supporting learning, appropriate for subjects and level of study</p> <p><b>K3</b> critical evaluation as a basis for effective practice</p> <p><b>K4</b> appropriate use of digital and/or other technologies, and resources for learning</p> <p><b>K5</b> requirements for quality assurance and enhancement, and their implications for practice</p>
Areas of Activity	
In your context, demonstrate that you:	
<p><b>A1</b> design and plan learning activities and/or programmes</p> <p><b>A2</b> teach and/or support learning through appropriate approaches and environments</p> <p><b>A3</b> assess and give feedback for learning</p> <p><b>A4</b> support and guide learners</p> <p><b>A5</b> enhance practice through own continuing professional development</p>	

With respect to how you seek Advance HE Fellowship, the PSF provides four categories of Descriptor (1 - 4) that correspond with different categories of Advance HE Fellowship (Associate Fellow, Fellow, Senior Fellow, and Principal Fellow).

Recognition within each of the Descriptor categories requires that you provide evidence of your engagement with the **15 Dimensions** of the PSF, and evidence of meeting the **criteria which are specific to the Descriptor for the Fellowship category**.

## 2.2 Fellowship Category Descriptors

The four Descriptors define the extent of practice required in each category and consider the variety of roles undertaken by professionals who teach and/or support learning. Individuals should use the Descriptors to plan their development and evidence their practice to achieve Advance HE Fellowship. The table below illustrates the three Descriptors for the Fellowship categories offered through ALPINE.

Descriptor 1 - Associate Fellow (D1)
<p><b>D1</b> is suitable for individuals whose practice enables them to evidence some Dimensions. Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence of:</p> <p><b>D1.1</b> use of appropriate Professional Values, including at least V1 and V3</p> <p><b>D1.2</b> application of appropriate Core Knowledge, including at least K1, K2 and K3</p> <p><b>D1.3</b> effective and inclusive practice in at least two of the five Areas of Activity</p>
Descriptor 2 – Fellow (D2)
<p><b>D2</b> is suitable for individuals whose practice with learners has breadth and depth, enabling them to evidence all Dimensions. Effectiveness of practice in teaching and/or support of high quality learning is demonstrated through evidence of:</p> <p><b>D2.1</b> use of all five Professional Values</p> <p><b>D2.2</b> application of all five forms of Core Knowledge</p> <p><b>D2.3</b> effective and inclusive practice in all five Areas of Activity</p>
Descriptor 3 – Senior Fellow (D3)
<p><b>D3</b> is suitable for individuals whose comprehensive understanding and effective practice provides a basis from which they lead or influence those who teach and/or support high-quality learning. Individuals are able to evidence:</p>

- D3.1** a sustained record of leading or influencing the practice of those who teach and/or support high quality learning
- D3.2** practice that is effective, inclusive and integrates all Dimensions
- D3.3** practice that extends significantly beyond direct teaching and/or direct support for learning

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 table below illustrates Descriptor 4.

Descriptor 4 - Principal Fellow (D4)
<p><b>D4</b> is suitable for highly experienced individuals whose practice involves a sustained record of effectiveness in strategic leadership of high-quality learning. Their impact is extensive. Individuals are able to evidence:</p> <p><b>D4.1</b> sustained and effective strategic leadership of higher education practice, with extensive impact on high-quality learning: within or beyond an institution, or across a discipline or profession</p> <p><b>D4.2</b> development and implementation of effective and inclusive: strategies, or policies, or procedures, or initiatives, to enhance practice and outcomes for learners</p> <p><b>D4.3</b> active commitment to, and integration of, all Dimensions in the strategic leadership of academic or professional practices</p>

## 2.3 Consideration of category of Fellowship

When considering which category of Fellowship is the most appropriate, colleagues should:

- Attend the 'Seeking Professional Recognition' UHI webinar, advertised on the Learning and Teaching Academy (LTA) website.
- Complete the [Advance HE Fellowship Category Tool](#)
- [Download the Advance HE Fellowship Information Pack](#) which includes a Guide to the PSF 2023 Dimensions for each category of Fellowship. After ALPINE registration these guides are also available in the learning environment Brightspace.

### 3. ALPINE Routes to Advance HE Fellowship

ALPINE offers three routes to Advance HE Fellowship recognition, each of which is aligned to different categories of Fellowship within the PSF as described below.

Recognition Route 1 Completion of Teaching and Learning in Tertiary and Higher Education Module
<p>Open to UHI, SRUC and NHS colleagues (latter with additional fee to Advance HE) this 20 credit, SCQF level 11 module offers members of staff (including those in learning or educational development support roles) and postgraduate students enrolled on the module the opportunity to undertake the Teaching and Learning in Tertiary and Higher Education module and seek <b>Associate Fellowship</b> recognition.</p> <p>This involves passing the assessments for the module, an ALPINE Matrix and a Teaching Observation to demonstrate engagement with the relevant Dimensions of the PSF for Associate Fellow (D1) (see <a href="#">section 2.2</a>).</p>
Recognition Route 2 Completion of two modules from the MEd in Tertiary and Higher Education and the MEd in Digital Pedagogy
<p>Open to UHI, SRUC and NHS colleagues (latter with additional fee to Advance HE) these 20 credit, SCQF level 11 modules are available to those in substantive learning and teaching roles (including those in learning or educational development support roles) and comprises undertaking two modules from the MEd programmes to seek <b>Fellowship recognition</b>.</p> <p>One mandatory module:</p> <ul style="list-style-type: none"> <li>Teaching and Learning in Tertiary and Higher Education</li> </ul> <p>One module from the list below:</p> <ul style="list-style-type: none"> <li>Theory and Practice of eLearning</li> <li>Teaching and Learning in the clinical Environment</li> <li>Assessment in the Clinical Environment</li> </ul> <p>This involves passing the assessments for the modules, an ALPINE Matrix and a Teaching Observation to demonstrate engagement with the relevant Dimensions of the PSF, which will result in recognition as Fellow (D2). The module activities and assessments are aligned with and require engagement with the PSF.</p>
Recognition Route 3 Portfolio of Professional Practice
<p>This route supports colleagues with appropriate professional experience to produce a portfolio of practice as the basis for <b>Associate Fellowship (D1)</b>, <b>Fellowship (D2)</b>, or <b>Senior Fellowship (D3)</b> recognition.</p> <p>Typically, colleagues should be working at the category of Fellowship they are seeking, for approximately:</p> <ul style="list-style-type: none"> <li>1-3 years Associate Fellow (D1), whose practice enables them to evidence some Dimensions (PSF, 2023, p.7).</li> </ul>

- 1-3 years Fellow (D2), whose practice with learners has breadth and depth, enabling them to evidence all Dimensions ([PSF, 2023](#), p.8).
- 3-5 years Senior Fellow (D3), whose comprehensive understanding and effective practice provides a basis from which they lead or influence those who teach and/or support high-quality learning ([PSF, 2023](#), p.9).

Colleagues should be employed at UHI for at least one semester before seeking Fellowship through ALPINE, and when they can evidence impact of practice.

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 2](#).

Where appropriate to role, UHI colleagues may progress through routes of recognition, for example completing Associate Fellow (D1) or Fellow (D2) through the taught route and thereafter progressing an application for Fellow (D2) or Senior Fellow (D3) through the Portfolio Route.

## 4. THE IMPORTANCE OF ADVANCE HE FELLOWSHIPS

### 4.1 Benefits for the university

In recognising our own ambitions, and the importance of the PSF to the development of high-quality learning and teaching, the university aspires for all of our Higher Education academic and professional services staff with learning and teaching related responsibilities to be recognised with Advance HE Fellowship, or be working towards this important national professional 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.

The ALPINE scheme provides the means at UHI through which our new or more experienced staff can seek their professional recognition against the PSF, 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.

The university recognises the national importance of the PSF in articulating the range of professional standards and values that we must achieve in the development and delivery of high-quality learning and teaching in Higher Education. One of the five key strategic themes of the [UHI Strategic Plan 2030](#) is teaching, learning and student support. This theme is reflected in an ongoing programme of transformation which involves investment in services, systems and estates which will positively enhance all aspects of staff and student experience. UHI's commitment to student learning involves providing staff with development opportunities and to do so an organisational wide professional development framework and training programme is provided for all staff, of which ALPINE is part.



## 4.2 Benefits for you as an individual

Participating in the Advance HE Fellowship application and recognition process through ALPINE provides you with the opportunity to reflect on your practice and 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. Furthermore, by attaining Advance HE Fellowship against the appropriate Descriptor that aligns with your role and practice, you are also evidencing to your colleagues, the learners whom you support, and the wider sector that your professional practice meets the standards outlined in the PSF and meets the professional recognition requirements to hold your Advance HE Fellowship.

Evaluation of ALPINE for Advance HE Fellowships (as below) has 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 Learning and Teaching team offer, including mentoring within the UHI Mentoring Scheme, reviewing Fellowship applications, presenting at conferences and events organised by the LTA, and engaging in the Advance HE Aurora leadership programme.

“Reflecting on what I had learned doing the MEd modules and how I was putting them into practice in my teaching.

It's been a really affirming part of my professional development. It has built my confidence as a teacher in tertiary and higher education.”

“Having a formal opportunity to review and reflect on my teaching practice. Being able to take that time to step back and look at how much I have developed professionally over recent years.”

“I enjoyed it. It was a lot of work but worth it, not so much for the SFHEA, but for the journey to a more coherent understanding of my role in my department and in the wider UHI learning community.”

“I found it very motivating to feel like I was progressing, to reflect on my contribution, especially during the pandemic (provided a positive beacon). I feel a real sense of achievement and pride.”

“Creating and crafting a piece of work that showcased my ability this also gave me opportunity to reflect on my practice.”

“(The best part of ALPINE) Feeling of satisfaction having completed it. Professional development, I valued the reflective practice the process required as well as confirming how my practice is backed up by academic research.”

*Applicant feedback 2020 – 2023* The following diagram provides an illustrative case study of the individual benefits for one colleague who gained Senior Fellow HEA in 2017.

Individual Benefits

## Case Study



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



**2024: Institutional nominee for the National Teaching Excellence Award Scheme (NTFS)**



**03/08/2022: Winning the Collaborative Award for Teaching Excellence (CATE)**



**18/03/2019: Promotion**  
Senior Lecturer

**27/01/2017: Senior Fellowship HEA application.**



**02/09/2017: Mentoring for ALPINE**

**24/05/2018: ALPINE Reviewer**

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



As the colleague in the case study above commented:

“Engaging with the ALPINE process has opened many opportunities to reflect on and gain recognition for my own practice, whilst connecting with a wider academic network across the university. I was in a satellite campus of my college, and working as a mentor for ALPINE 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 Advance HE Aurora Programme and the Collaborative Awards for Teaching Excellence (CATE). ALPINE also facilitated career progression and I was 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.”

Another colleague also commented:

I have been involved with ALPINE since 2016, first as an applicant toward becoming a Fellow HEA and then as a mentor and reviewer for other Fellow and Associate applications. In 2021 I completed the circle by being successfully recognised with Senior Fellow HEA. Over the course of working with ALPINE and the LTA I have developed a much more rounded appreciation of the range of teaching practices and amount of good pedagogic practice that is taking place across UHI. ALPINE and the LTA have become the fulcrum for staff to come together and share ideas and practice for the university and which personally I have found has led to an extremely supportive and reflective community.”

### 4.3 ALPINE as a Community of Practice

The ALPINE scheme has nurtured a community of practitioners who through shared knowledge of the PSF have gone on to develop their own educational practice, scholarship and educational research-and who have supported ALPINE through engaging in mentoring and reviewing activity for the scheme. Colleagues who have joined UHI and hold Fellowship have also been invited to engage in this community of practice. Through our ongoing evaluations of ALPINE, including an MEd research study (Walker, 2022<sup>2</sup>) we know that engaging in the wider ALPINE community in the ways described can provide 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 learning and teaching practice through Fellowships, which is increasingly valued internally as well as across the wider HE 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 federated university the uniqueness of which should be celebrated. Therefore, 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 infographic on the following page illustrates the outcome from a MEd (Walker, 2022) phenomenographic study that explored and analysed the experiences of seventeen participants taking part in the UHI Mentoring Scheme on the Professional Recognition mentoring strand, participating in mentoring to submit an application through the ALPINE scheme.

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<sup>2</sup> Walker, A. (2022). Mentoring schemes supporting professional development and HEA fellowship recognition. Unpublished Masters of Education research dissertation. University of the Highlands and Islands.

## Professional Development and Recognition

# MENTORING

## FORMAL SCHEMES

### ENABLERS FOR SUCCESSFUL MENTORING

Guidance

Confidentiality  
Responsibilities  
Timelines



Humanist



Cross-institutional

Motivation  
Expertise  
Connectivity  
Community

Technology enabled

Multi-modality  
Role modelling



Institutional Endorsement

Promotion  
Encouragement  
Celebration  
Recognition

### ADVANTAGES

Harnessing expertise

Experience  
Passion  
Knowledge  
Networks



Community  
of practice



Scholarship

Pedagogic  
Sharing practice  
Professional dev

Confidence

Role  
Practice  
Career



Standards

Institutional  
Sector  
Students

## PART TWO: APPLICANT GUIDANCE AND INFORMATION: PORTFOLIO ROUTE

### 5. INDICATIVE ROLES AND ALPINE REQUIREMENTS

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

The opportunity to seek Advance HE Fellowship recognition through the ALPINE scheme is open to all staff across the university who are in a learning and teaching role, learning and teaching support role, or educational leadership role at SCQF Level 7 or above. This includes academic staff with a teaching responsibility for provision, staff who support learning and teaching, 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.

Please note that colleagues interested in gaining recognition as Principal Fellow can seek mentoring support through ALPINE, but will apply directly to Advance HE for recognition as a Principal Fellow through meeting the Advance HE criteria. The LTA fund a small number of places each academic year. Colleagues are also welcome to self-fund direct applications.

#### 5.1 Eligibility

Colleagues coming forward for Advance HE Fellowships should have been in post at UHI for a minimum of one semester (and for long enough to evidence impact at UHI), and the practice put forward as the basis for recognition should be based on work undertaken within the last one to three years for D1 and D2. Colleagues seeking recognition at D3 should provide evidence based on their work undertaken in the last three to five years and must demonstrate evidence of leading/influencing those who teach and/or support high-quality learning).

The Portfolio Route for Advance HE Fellowships is advertised through:

- LTA SharePoint site
- Email communication to Academic Partners twice yearly
- At conferences and Academic Partner Development events
- Through Professional Development Reviews

More information on registration can be found in [section 6](#).

#### 5.2 Indicative roles at UHI

The indicative roles outlined below offer some guidance to the types of roles and responsibilities for each category of Fellowship but it is not role dependent and you should explore if you have sufficient evidence to bring into an application and also complete the [Advance HE Fellowship Category Tool](#) before applying

for Fellowship. You should also attend a 'Seeking Fellowship through ALPINE' webinar and will be offered a one-to-one meeting with the Scheme Lead following the webinar if you would like to discuss Fellowship categories.

### **Associate Fellow : Supporting learning and teaching**

**Associate Fellow is suitable for you if you are new to teaching and/or if you have a limited teaching portfolio. You might be a new or experienced colleague with specific teaching role that supports learning and teaching. You will be able to evidence some but not all the Dimensions of the PSF (for Descriptor 1).**

You might be in a learning and teaching related, learning support, or professional service role that supports academic provision e.g. library staff, educational technologists, learning resource developers, or have specific teaching responsibilities e.g. early career researcher.

Typically, colleagues should be working for approximately 1-3 years to apply for Associate Fellow (D1).

### **Fellow : Good practice in learning and teaching**

**Fellowship is suitable for you if your teaching and/or supporting learning practice within higher education enables you to evidence depth and breadth across all PSF Dimensions (at Descriptor 2).**

You might be in a lecturing or Module Leader role, or a professional services role and have substantive responsibilities for learning and teaching or supporting learning and teaching. You will be able to demonstrate that your practice is effective and inclusive within your higher education context.

Typically, colleagues should be working for approximately 1-3 years to apply for Fellow (D2).

### **Senior Fellow : Educational Leadership**

**Senior Fellowship is suitable for you if you have a sustained record of leading or influencing the higher education practice of your colleagues or other peers that teaching/support high quality learning.**

You will have identifiable and sustained educational leadership responsibilities, in relation to formal roles or initiatives that you lead, and can evidence leading, supporting or mentoring others to enhance student learning within your context.

Recognition as a **Senior Fellow** also requires evidence of engagement across all Dimensions of the PSF, by demonstrating your own effective and inclusive practice (at Descriptor 3).

Typically, colleagues should be working for approximately 3-5 years to apply for Senior Fellow (D3).

### 5.3. ALPINE Portfolio Application

The table below provides an overview of the application components for the ALPINE Portfolio Route. More detail is given through the mandatory workshops ([section 8.2](#)) and proforma. Registration is outlined in section 6.

Application components (Appendix III, IV, V)
<p><b>Applicant statement (600 Words)</b></p> <ul style="list-style-type: none"> <li>• Role(s) and responsibilities.</li> <li>• Outlook on your higher education practice.</li> <li>• UHI <a href="#">Learning and Teaching Enhancement Strategy Values</a> Statement.</li> <li>• Eligibility and Advance HE Fellowship Category Tool.</li> </ul>
<p><b>Evidence Matrix</b></p> <ul style="list-style-type: none"> <li>• Overview of practice and alignment to <a href="#">PSF</a> and UHI <a href="#">Learning and Teaching Enhancement Strategy Values</a></li> <li>• Orientation to evidence in the case studies or recorded presentation</li> </ul> <ul style="list-style-type: none"> <li>○ Associate Fellow (D1) 400 words</li> <li>○ Fellow (D2) 800 words</li> <li>○ Senior Fellow (D3) 1000 Words</li> </ul>
<p><b>Case Studies or Digi Case Studies</b></p> <ul style="list-style-type: none"> <li>• The Case Studies should provide evidence that explores effective and inclusive practice and that demonstrates how your practice aligns to the <a href="#">PSF</a> Descriptor for the category of Fellowship you are applying. Case studies can be presented thematically or around particular projects or initiatives, and collectively must evidence all the 15 Dimensions of the PSF. For D1, the evidence therein should demonstrate <b>effectiveness</b> of practice in teaching/and or support of learning. For D2 the evidence therein should demonstrate <b>breadth and depth</b> in teaching and or support of <b>high-quality</b> learning. For D3 the evidence therein should demonstrate a <b>comprehensive</b> understanding and effective practice which <b>leads or influences</b> those who teaching and/or support high-quality learning. UHI colleagues have authored some case studies that provide examples of their practice aligned to the PSF 2023, that you might find helpful, these can be found in Brightspace.</li> </ul> <p>Colleagues have the option of submitting a written application or recorded Digi case studies</p> <ul style="list-style-type: none"> <li>○ Associate Fellow (D1) 1000 words or Digi case studies up to 10 minutes</li> <li>○ Fellow (D2) 2000 words or Digi case studies up to 20 minutes</li> </ul>



- Senior Fellow (D3) 4000 Words or Digi case studies up to 35 minutes

#### **Digital Artefact**

- One digital artefact that shares good practice and can be potentially repurposed by colleagues.
- Aligned to the [PSF](#) and [UHI Learning and Teaching Enhancement Strategy Values](#) and Descriptor for category of fellowship you are seeking.
- Submitted to the UHI [EdShare](#) and shared internally and externally to UHI (optional)

#### **Future Aspirations (500 words)**

- How you see your role and/or practice developing.
- Identifying professional development opportunities.
- Embedding, championing or role modelling the [PSF](#) and [UHI Learning and Teaching Enhancement Strategy Values](#) going forward.

#### **References**

Referees should be someone who knows you work well. For Associate Fellow (D1) your referee should be internal to UHI. For Fellow (D2) and Senior Fellow (D3) at least one of your referees should be internal to UHI, one can be external to UHI. It can help if your referee holds Fellowship but this isn't compulsory. You should upload your reference alongside your application on or before the submission deadline.

- Associate Fellow (D1) one reference
- Fellow (D2) two references
- Senior Fellow (D3) two references

## 5.4 Descriptors

### Principal Fellow

While ALPINE does not offer Principal Fellowship recognition (D4), the scheme does provide mentoring support for colleagues who wish to apply directly to Advance HE. Funded places are advertised annually across the UHI Academic Partnership. Please contact [alpine@uhi.ac.uk](mailto:alpine@uhi.ac.uk) for more information and to be paired with a mentor.

#### Principal Fellow (D4): Strategic Leadership

**You are a highly experienced and academic leader with a sustained record of effectiveness in strategic leadership of high-quality learning.**

Recognition as **Principal Fellow** is based on evidence of strategic academic leadership with impact on high-quality learning within or beyond an institution, or across a discipline or profession.

Individuals should be able to provide evidence that their practice meeting the requirements of [Descriptor 4](#).

## 6. REGISTERING FOR ALPINE: COHORTS AND REGISTRATION FORM

### 6.1 Registration form

Although communications are disseminated across the Academic Partnership to advertise Advance HE Fellowships through ALPINE at the start of each academic year, you are invited to register at any point during the academic year to begin the application process in either August or January. The cut off point for registrations is advertised on the LTA SharePoint site.

More information is provided in the 'ALPINE: Taught Routes Guide' for colleagues interested in applying for Fellowship through completion of modules on the PgCert Tertiary and Higher Education.

For colleagues interested in the [Portfolio Route there is an ALPINE Portfolio registration](#) form available via SharePoint.

Before registering on the portfolio route we recommend that you:

- Read this guide in full.
- Attend a 'Seeking Professional Recognition' through ALPINE webinar.
- Seek development opportunities including through the LTA professional development programme and the ALPINE reading list to support engagement in educational research and key concepts/theories.
- Complete the [Advance HE Fellowship Category Tool](#) (and keep the results to submit with your application).
- Seek line manager support (although this is not a requirement).

There are two options for you to consider when registering for the portfolio route, depending on the level of support you need and can commit to, in the run-up to submitting your application.

### 6.2 Option one: one semester

Option one will see you complete the ALPINE application in one semester with mentoring and a 3.5-hour ALPINE: Fellowship Application Workshop. There are two ALPINE cohorts each academic year for option one. The first cohort begin in September and submit an application in December. The second cohort begin in January and submit in May. You can register at any point in the academic year and where possible should indicate on your application form when you would like to begin ALPINE.

### 6.3 Option two: 2 semesters- one academic year

Option two is a longer portfolio builder across the academic year, with mentor support and 5 two to two and a half hour ALPINE Application Builder workshops that will support you to consider the examples of your practice and how they align to the PSF for the category of Fellowship you are applying for. You will also identify areas you want to strengthen across the academic year and attend an application orientation session. If you choose this option, you will start in September and submit in May.

Please see [section 8.2](#) for more information on the ALPINE workshops and mentoring support.

## 7. 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 have an equitable and inclusive 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 are mentors, 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 Principle 8).**

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.

The technologies that we use for ALPINE include:

- Microsoft Teams to run ALPINE information sessions, workshops and cross-college mentoring.
- [EdShare](#) to submit your digital artefact to disseminate and share good practice. EdShare is a flexible and adaptable open digital platform for educational materials.
- Brightspace, the institutional learning environment for learning and teaching and where you will access the support materials and guidance, engage with fellow applicants and submit your application.
- Forge for digital guides, including this document.
- For colleagues who opt for Digi case studies this should be provided in PowerPoint.

## 8. APPLICANT SUPPORT AND GUIDANCE

### 8.1 Contacts

The process of seeking Advance HE Fellowship 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.

Please use the ALPINE email address to direct initial enquiries [alpine@uhi.ac.uk](mailto:alpine@uhi.ac.uk)

<b>ALPINE Portfolio Route Lead/Senior Lecturer in Academic Practice and Innovation</b>	The ALPINE Portfolio Route Lead will provide workshops, guidance and support throughout your ALPINE application journey and should be contacted with any queries about the application process.
<b>ALPINE Scheme Lead/ Head of Academic Practice Development (APD)</b>	The ALPINE Scheme Lead provides workshop facilitation and oversees Professional Recognition mentoring and is available to provide you with support and advice and to also supports and guides mentors and ALPINE reviewers. The Scheme Lead is also the point of contact for matters of concern.
<b>APD Events and Communications Coordinator/ALPINE Panel and Communications Coordinator</b>	The ALPINE Panel and Communications Coordinator will organise and clerk ALPINE Recognition Panels and provide the outcome and feedback following panels that will highlight good practice and areas of development.
<b>ALPINE Mentor</b>	Your ALPINE Mentor will provide feedback at least twice on your application. More information is provided in <a href="#">section 11.4</a> .
<b>Critical Friend</b>	You may also seek a Critical Friend review on a near completed draft of your application. You can request this from <a href="mailto:alpine@uhi.ac.uk">alpine@uhi.ac.uk</a> at the same time as you submit your final draft to your mentor.
<b>ALPINE cohort peers</b>	Cohort peers will provide you with motivational support, ideas, and knowledge exchange. We encourage applicants to connect through the workshops and through Brightspace.
<b>Brightspace</b>	The learning environment Brightspace will offer you further information, peer support and resources to support your application.
<b>Advance HE</b>	The ALPINE team will utilise the resources that Advance HE have created and made available, to support you to develop your ALPINE application. These are available from Brightspace.

## 8.2 ALPINE Workshops and Information Sessions

Depending on the option that you take in relation to how long you will have to complete your application ([see section 6](#)) there are mandatory workshops that you must attend during your ALPINE application journey as outlined below.

	Option one: one semester (starting in August or January)	Option two: one academic year (starting in August)
<b>Seeking Professional Recognition' through ALPINE</b> This one-hour online session 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 applicants to the PSF.	✓	✓
<b>ALPINE: Fellowship Application Workshop</b> This 2.5-hour hybrid interactive workshop explores professional identity, application orientation and interactive activities to explore potential examples that you will bring into your application.	✓	
<b>ALPINE orientation session</b> This 2-hour online workshop will provide an application orientation and PSF familiarisation session to support colleagues who have not engaged with ALPINE or the PSF and who are taking a full year to develop their application.		✓
<b>ALPINE Application Builder Workshop Series</b> Four 2.5-hour hybrid workshops that will support you to build up your application throughout an academic year and will use the PSF Areas of Activity as a lens to explore the Professional Values and Core Knowledge that relate to your practice and help craft the examples that you will bring into an application. You will have enough time at the end of the workshop series to then craft and refine your application into a written or recorded submission.		✓

There are also two sessions that are not mandatory but which you can also attend, as outline below.

<b>Recording your Digi case studies</b>	This online session will support colleagues who would like to submit a recorded presentation instead of a written submission for ALPINE.
<b>ALPINE Brightspace</b>	This online session will orientate you with the ALPINE Brightspace area, including how to access resources, peer support and submit your application. This session might be

	useful for colleagues in professional services who have not used Brightspace before.
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### 8.3. Wider Professional Development

UHI provides a range of CPD opportunities relating to learning, teaching and assessment, educational research and scholarship, and broader student support topics. 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 Descriptors of the PSF (see Appendix X), and can be used to inform choices on further engagement in CPD that you might want to include in your Future Aspirations.

### 8.4. 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 2022-2026” (ALPINE Guiding Principle 7).**

Mentoring arrangements for ALPINE are managed and facilitated through [UHI Mentoring Scheme](#). The UHI Mentoring Scheme offers a range of mentoring opportunities for UHI 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.

You will be invited by the Scheme Lead to register for an ALPINE mentor through completing an online registration form. You can decide and indicate on the form where you would prefer your mentor to be located, although mentoring across partnership and through our institutional technologies has proven to work well. ALPINE mentors are colleagues who have appropriate professional recognition. You will have the option to accept/decline your mentor match where there is a conflict of interest. During the mentoring partnership if you have any concerns about the mentoring partnership please contact the Scheme Lead at [alpine@uhi.ac.uk](mailto:alpine@uhi.ac.uk).

### 8.5 ALPINE Mentoring Arrangements

ALPINE mentoring arrangements are mandatory and operate around the duration of your Advance HE Fellowship application process, at the end of which you will submit your application to the ALPINE Recognition Panel. You must seek feedback on your ALPINE application at least twice and have received final mentor feedback at least three weeks before the submission deadline. 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.

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 through ALPINE itself. As well as supporting colleagues engaged with ALPINE, mentoring can provide mentors who are Fellow with experience and evidence in leadership and mentoring, which is part of the evidence required when seeking recognition as a Senior Fellow (D3).
- UHI colleagues with Advance HE Fellowship who achieved this through direct application to the Advance HE, or through another institutional scheme and awarded prior to joining UHI.

ALPINE mentors 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 Mentoring Development Workshop Series, which provides mentoring techniques training, and connects mentors from across the UHI mentoring scheme.

Further guidance on the mentoring partnership will be provided during initial ALPINE information sessions and through email communication.

Mentoring has been a valuable support to ALPINE applicants past and present, with some illustrative comments from a MEd research study (2022) below.

Category of Descriptions	Variations of experience
Perceived benefits of being mentored <u>for</u> Advance HE Fellowship recognition	<ul style="list-style-type: none"><li>• Sounding board and feedback</li><li>• Being challenged</li><li>• Psychosocial support</li></ul>

Excerpt from **mentee** outcome table. In Walker, A. (2022)

“I think it made me realise that there were some things that I hadn't particularly valued, but actually, they maybe were of value or had been of some value to other people. I think that that it really helped me to kind of sort a lot of things. And there was other things, there were other areas that I thought, well, that might be important, I'll write about that. And then realised, well, actually, it wasn't demonstrating leadership.”

“I might have just put a statement and presumed everybody knew what that meant. Whereas they really unpacked and challenged that and said, so what does that mean?”



“...by the end of the first session, I actually wondered whether we needed any more because it was so clear. And I was just so happy that alright, I absolutely I'm doing the right thing. And, and this is it, and I'm the right person for this.”

“\*\*\*(mentor) was able to suggest things I should maybe be doing, or webinars, I should maybe go to books I should read. So, it certainly helped with the teaching side of my development.”

Excerpts from participant interviews: in Walker (2022)

## 9. RECOGNITION TIMELINE

Your timeline for Advance HE Fellowship recognition will depend on the period over which you agree that your application will be developed and submitted, either one semester or one academic year.

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

1	Complete and submit ALPINE Portfolio Registration Form
2	Attend the 'Seeking Professional Recognition through ALPINE' Session (this can be attended before or after registration.
3	Engage in the mandatory and optional workshops and mentoring support that are outlined in <a href="#">section 8</a> .
4	Receive and act on final mentor feedback and optional critical friend feedback at least three weeks before the submission deadline.
5	Finalise application.
6	Submit application into Brightspace for review on or before the submission deadline which will be communicated at the start of each academic year but will be: <ul style="list-style-type: none"><li>• Start in September and submit in December.</li><li>• Start in September and submit in April.</li><li>• Start in January and submit in April.</li></ul>
7	The ALPINE Recognition Panel meets approximately four weeks after submission. The outcome of the panel will be recorded and documented by the ALPINE Communication and Panel Coordinator and communicated the week following the recognition panel to the applicant, the panel and the mentors. <a href="#">Section 10</a> Provides more information on submission and the recognition process.

## 10. SUBMISSION AND ADVANCE HE RECOGNITION PROCESS

### 10.1 Submission deadline and deferral

You must submit your completed application for Route 3 Portfolio of Professional Practice to Brightspace on or before the submission deadline provided by the ALPINE team.

### 10.2 Extension and deferral

If you are unable to submit an application to the ALPINE Advance HE Fellowship Recognition Panel for the submission deadline you must inform the ALPINE team at [alpine@uhi.ac.uk](mailto:alpine@uhi.ac.uk) at least one week before the submission deadline. A short extension of a day or two may be possible. If you were unable to submit you can only defer the submission 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, please contact the ALPINE team to identify a realistic time to begin the process again.

### 10.3 Consideration by Recognition Panel: ALPINE portfolio route

Reviewing applications includes working to a 'threshold' rule. That is, if there is a clear, relevant, well explained example relating to each PSF dimension and there is an acknowledgment that one example will align to multiple dimensions then the threshold has been met. This includes the PSF Dimensions for the category of Fellowship being sought.

Applications for professional recognition through Portfolio Route 3 will be formally considered by the Advance HE Fellowship ALPINE Recognition Panel Reviewers. The membership of the Recognition Panel comprises 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. The panel reviewers hold Fellowship and have had reviewer training ahead of the panel.

There are two ALPINE Recognition Panels each Academic Year that consider all categories of Fellowship, held in January and May. Additional Evidence Panels are held in February 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, 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 have agreed a recommendation for the applicant ahead of the panel taking place. The Lead Reviewer will lead the Recognition Panel in a discussion of that application. Senior Fellow applications will be reviewed by two members who will be Senior or Principal Fellows

themselves. The External Panel member who will be a Senior or Principal Fellow will scrutinise a sample of reviews and applications across the categories of Advance HE Fellowship.

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 the reviewers were unable to agree an outcome ahead of the panel. If through the discussions a decision still can not be agreed, the Chair will have the final decision, having read the application, reviews and facilitated the discussion.

#### **10.4 ALPINE Recognition Panel Member Roles**

The Panel Reviewers are allocated applications at random where they have not also mentored or provided a reference. At the point where review allocations are communicated to the panel members by the ALPINE Panel and Communications Coordinator reviewers can highlight any conflict of interest and application(s) reallocated.

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

- The ALPINE Panel Reviewers must independently complete the ALPINE Advance HE Fellowship Reviewer Grid form (Appendix VI and VII) including recording their initial recommendation.
- The reviewers must then arrange to meet and use the individual Reviewer Grid forms to inform discussion and to come to an agreed recommendation for the applicant which is captured on the Lead Reviewer form (Appendix VIII).
- If through the discussion the reviewers are unable to reach a recommendation this must be marked on the Lead Reviewer form for moderation discussion at the panel.
- After the reviewers have met and decided the recommendation for each application (or need for moderation) they reviewed, the Lead Reviewer must submit the Lead Reviewer Form, alongside the Reviewer Grid forms to the submission area in Brightspace.
- The ALPINE Communication and Panel Coordinator will ensure reviewer forms have been uploaded and summarises the recommendations. This summary will be sent to panel members by email.
- The Panel members are not required to read all the applications and reviews of the applications that they were not reviewing.
- The ALPINE Chair is expected to read all the Lead Reviewer forms and recommendations ahead of the panel and will also review at least two applications. Where reviewers were unable to reach a recommendation, the Chair will also read the Reviewer Grid forms for applications where the reviewers asked for a moderator discussion. If through the discussions a decision still cannot be agreed, the Chair will have the final decision, having read the application, reviews and facilitated the discussion.
- The ALPINE Chair will facilitate discussion at the panel which will focus on: identifying any conflicts of interest for those present, ratifying and recording Fellowships; highlighting good/ exemplar

- practice and/or giving rationale for a refer/ resubmission decision; moderating discussions for applications where a recommendation could not be reached ahead of the panel; applicant feedback.
- The External Panel Member moderates a sample (10%) of applications across D1-D3 and is moderator where the Chair was a reviewer on applications where recommendations were not reached ahead of the panel.
  - 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 additional evidence. It is not a requirement for Panel Members to read or scrutinise the additional evidence, as it is provided for information and transparency and for noting Fellowships within the business of the panel.

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

### **10.5 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 1.5 hour briefing session) before embarking on ALPINE mentoring and recognition duties.

The purpose of the briefing session 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 PSF remains current and in good standing [Fellowship Code of Practice](#) and to ensure a consistency in approach to reviewing applications and making recommendations across the pool of reviewers.

### **10.6 Data Protection Act (DPA)**

The introduction of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 mean 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 always maintain confidentiality and security of the data.

Individuals who have applied for Advance HE Fellowship recognition through ALPINE have the right to access their personal data during the three-year archive period by sending a request to [alpine@uhi.ac.uk](mailto:alpine@uhi.ac.uk).

Please see Appendix XII for a full privacy notice.

### **10.7 Outcome of Advance HE Fellowship recognition process: Applicant guidance**

You can expect to receive the outcome and feedback of your application by the end of the week following the panel (with exception of very busy periods).

You can request further information relating to panel decisions and feedback on your application, or to lodge an appeal against a panel decision, by contacting the ALPINE team directly by emailing

[alpine@uhi.ac.uk](mailto:alpine@uhi.ac.uk) through which it will be raised with the ALPINE Portfolio Route Lead and relevant Recognition Panel Chair and responded to within 10 working days.

There are three possible outcomes for Portfolio (Route 3) applications reviewed by the ALPINE Recognition Panel:

- Recognise
- Refer
- Resubmit

This section provides you with information on what to expect against each possible outcome.

### Recognise

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 you to achieve. The ALPINE Panel and Communications Coordinator will aim to communicate the decision by the end of the week after the panel meeting. The communication will include confirmation of Fellowship and how to access your Fellowship certificate, invitation to complete an ALPINE evaluation survey, and suggestions and information on how to celebrate your Fellowship at and beyond your Academic Partner.

### Refer

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 (up to four) within the application where there is a lack of clarity in relation to aspects of the PSF or the Descriptor category in question, or where specific examples provided require elaboration. In the event of a Refer decision, you will be asked to submit an additional evidence form (Appendix IX) to Brightspace (this form is available in Brightspace). 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 PSF, the descriptor, or in relation to a key element of the application such as the Future Aspirations statement). The additional evidence process should be developmental and supported where you engage with mentor dialogue and mentor/ALPINE Team feedback before you submit your additional evidence for Chair’s Action. This takes place over a four-week period and is outlined below.

Week	Activity	Responsibilities
Week 1:	Panel feedback and additional evidence deadline communicated to you as the applicant and Cc to your ALPINE mentor. At this point you may contact the ALPINE Portfolio Route Scheme Lead for any clarification around the feedback.	Applicant and mentor
Week 1-2	You and your ALPINE mentor should meet in week 2. You should work on the additional evidence and begin to complete the additional evidence form.	Applicant

Week 2- 3	You should meet with your mentor to discuss how the request for additional evidence is being met and use the additional evidence form as a basis for discussion. The mentor might provide areas for further refinement.	Applicant and mentor
Week 4	You must submit the additional evidence to Brightspace submission area link for Chair's Action.	Applicant

The ALPINE Panel Chair will be asked to ratify the additional evidence against the panel feedback and due to the feedback steps outlined above this should be a case of noting Fellowships at the Additional Evidence Panel held shortly after submission of evidence deadline. However, the Chair of the panel will have the opportunity to seek moderator support by the ALPINE Scheme Lead if it is felt that the additional evidence is still not met and further and final feedback will be communicated to the applicant by the ALPINE Panel and Communications Coordinator with a four-week window for final additional evidence submission for Chair's Action. In the situation where the Chair feels after the final submission deadline that the additional evidence has not been met because you are unable to address the feedback you will be given further guidance on how to build up evidence and submit a successful application in the future by reregistration with the ALPINE scheme.

### Resubmit

It is also possible that the Recognition Panel may reach a decision that an application is underdeveloped or incomplete, or that there are more than four aspects of the application to be addressed. A 'Resubmit' decision will be recorded, and you will be asked to submit a new application to the next ALPINE Recognition Panel. The application will usually be reviewed by the same reviewers who were allocated to your original application who will reach a recommendation based on if you have addressed the original feedback. The reviewers are only looking to see that you have addressed the feedback and aspects that were underdeveloped or missing and will not look to re-review where they agreed you had met aspects of the PSF and ALPINE criteria.

If an unsuccessful application for Fellow fully addresses the requirements for Associate Fellowship and it is felt you are not likely to meet the Fellow Descriptor through a resubmission then in this instance you may be offered the choice of accepting Associate Fellowship if your application meets the criteria of Descriptor 1. This would not, in any way, preclude a future application for Fellowship.

## 10.8 Awarding of Fellowships

The awarding of Advance HE Fellowship through ALPINE will be recognised through the Learning and Teaching Academy through:

- The LTA Webpages where a list of colleagues recognised is listed and is open to external review.
- The internal SharePoint site which will include a short profile of colleagues who have been recognised with Advance HE Fellowship and will include a link to the Digital Artefact in [EdShare](#).

- Fellowships will be communicated to each Academic Partner at the start of each academic year for the academic year previous by the ALPINE Panel and Communications Coordinator.
- The awarding of Advance HE Fellowships through ALPINE will also be celebrated bi-annually at the bi-annual Learning and Teaching Conference.

You are free to opt out of these recognition activities and will be provided the opportunity to do this on your application submission form.

## **10.9 Matters of concern**

All those participating in ALPINE through any recognition routes 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](mailto:alpine@uhi.ac.uk) or contacting the ALPINE Scheme Lead/Head of Academic Practice Development directly and in confidence by emailing [alex.walker@uhi.ac.uk](mailto:alex.walker@uhi.ac.uk). Should you wish to formally report or raise a concern in confidence you can do so through the internal university staff 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.

## **10.10 Evaluation**

The ALPINE Portfolio Route is evaluated throughout your application timeline. The evaluation outcomes will be used to enhance and develop ALPINE and in our quality assurance and enhancement processes, including an annual report on Advance HE Fellowships, processes and support submitted to the Quality Assurance and Enhancement Committee annually.



## 11. AFTER RECOGNITION

As you will hopefully have gathered already ALPINE has a broader purpose beyond your professional recognition as Fellow. This lies in harnessing ALPINE and the associated professional recognition processes 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 Advance HE Fellowship 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.

### Advance HE Code of Practice

The Advance HE Code of Practice is a set of principles and expectations for individuals gaining Fellowship. Advance HE defines ‘maintaining our professional practice’ as continuing to work in accordance with the Professional Standards Framework (PSF 2023) for teaching and supporting learning in higher education. (<https://advance-he.ac.uk/knowledge-hub/fellowship-code-practice> )

#### 11.1 Engagement in developing and leading good practice

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

Your Future Aspirations statement will also become an important reference point in relation to remaining in good standing, and potentially planning to apply for recognition for another category of Fellowship via ALPINE or other types of relevant professional recognition e.g. Registration with the [General Teaching Council for Scotland](#) (GTCS).

#### 11.2 Alignment to other types of professional recognition

As outlined in the introduction to this guide ALPINE supports several professional recognitions and acknowledges the tertiary context that the university operates and celebrates the roles that positively impact student outcomes and experience across Further and Higher Education. This includes the requirement for all staff teaching in Scotland’s colleges to seek and maintain registration with the GTCS. Engaging with the PSF through ALPINE for Advance HE Fellowships offers you valuable reflection and consideration of practice against the Dimensions of the PSF that might also be considered for your GTCS Professional Update Process. To help with this process the ALPINE team have mapped the GTCS Professional Values to the PSF (Appendix XI).

#### 11.3 Continuing professional development

Colleagues who achieve their professional recognition through ALPINE are expected to maintain an active engagement in CPD with respect to learning and teaching, educational research and scholarship, and/or educational leadership. After your own Advance HE Fellowship recognition, you are also

encouraged and supported to contribute to the continued development of colleagues in these areas. This could include through joining the UHI 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.

#### **11.4 Remaining in good standing**

Following your Advance HE Fellowship recognition through the ALPINE scheme, it will be your activities in relation to 11.1 and 11.2 above that will help contribute to you 'remain in good standing' with respect to the category of Fellowship you been recognised. 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 (or the equivalent in your Academic Partner) 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.

#### **11.5 Mentoring, reviewing and peer support within ALPINE**

For colleagues who have successfully achieved their Advance HE Fellowship recognition through ALPINE, one important way in which you can engage in relevant peer mentoring, reviewing and peer support activity is to become an ALPINE mentor/reviewer, and contribute to the future Advance HE Fellowship recognition of your colleagues by mentoring one or two applicants to recognition each year and panel reviewing up to four applications per academic year. Colleagues also have the option of becoming a mentor on another mentoring strand that are available through UHI Mentoring Scheme to support the development of colleagues engaged in learning and teaching and/or educational scholarship and research.

To date, many colleagues who have come through ALPINE have gone on to re-engage with the scheme as mentors and panel reviewers, workshop and event facilitators and contributors, and recognition panel members including as Chair. In some cases, colleagues who have achieved Advance HE Fellow through ALPINE have used their mentoring activities as evidence to apply for recognition as Senior Fellow 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.

One way that colleagues holding Advance HE Fellowship have supported engagement and understanding with the new PSF is through the authoring of PSF 2023 Case Studies which are intended to share good practice through [EdShare](#) and the [National Teaching Repository](#) and can be used by

ALPINE applicants to consider the types of examples of practice using the Areas of Activity as a lens to explore the 15 Dimensions of the PSF.

## **12. 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](mailto:alpine@uhi.ac.uk).