



Learning and
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Academy

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ALPINE

2024 - 2027

Taught Route Guide

To achieving Advance HE Fellowships



Learning and Teaching Academy
University of the Highlands and Islands
2024 - 2027



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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:

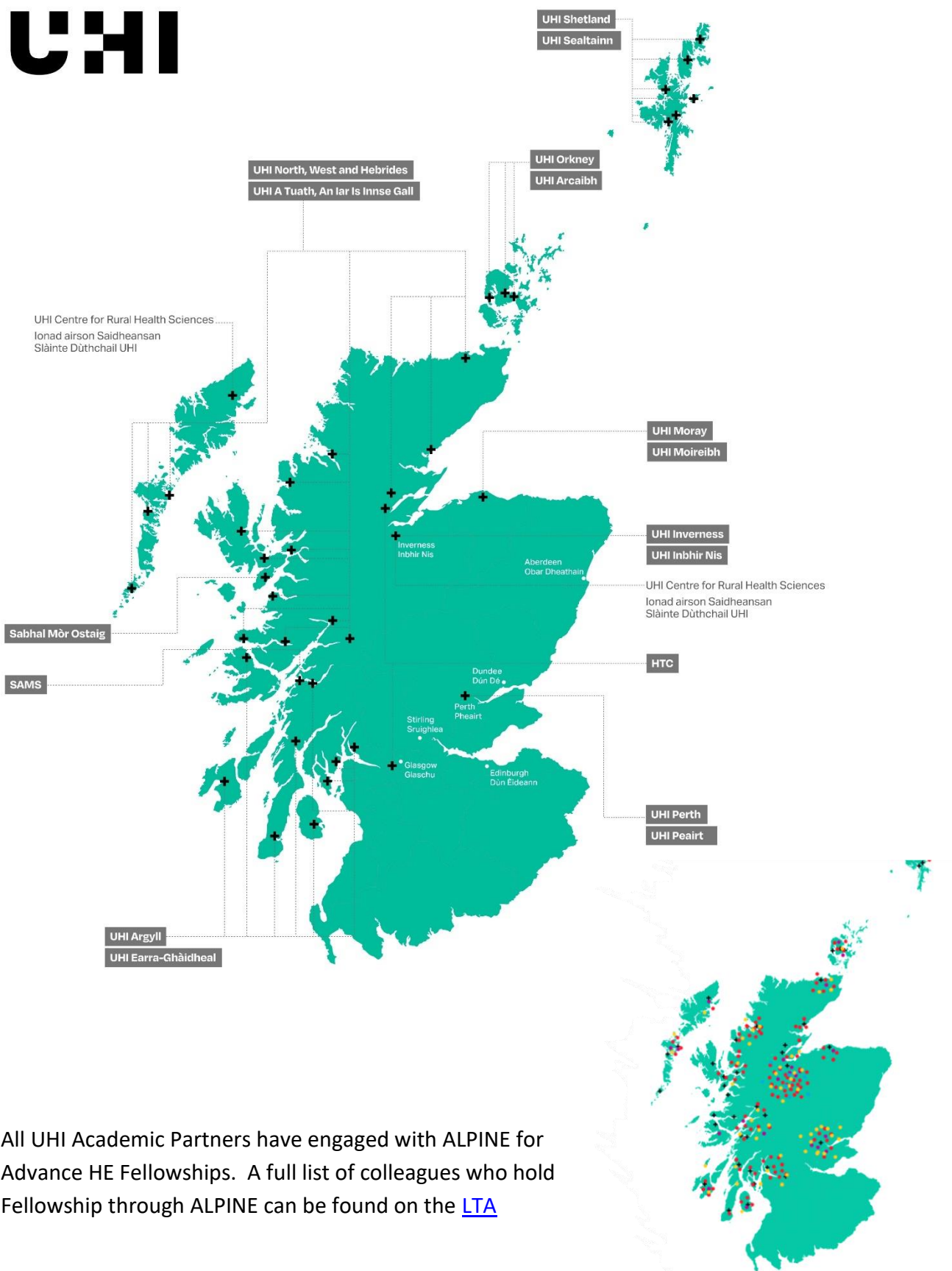
- Associate Fellowship (AFHEA¹)
- Fellowship (FHEA)
- Senior Fellowship (SFHEA)
- Principal Fellowship (PFHEA)

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

¹ 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, SFHEA, PFHEA.

University of the Highlands and Islands map

UHI is a federated tertiary university, comprised of ten Academic Partners. This image illustrates the geographic distribution of the partnership.



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](#)

GUIDE

This ALPINE: Taught Routes Guide to Achieving Advance HE Fellowships, is split into two parts, part one starts with an introduction to ALPINE and an overview of the [Professional Standards Framework 2023 for teaching and supporting learning in higher education \(PSF\)](#). 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 Taught Routes 1 or 2 including:

- Eligibility, routes, and ALPINE registration
- Engagement with the PSF through MEd modules
- ALPINE application information and PSF criteria
- ALPINE Support and feedback
- 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 Advance HE Fellowship recognition.

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 in 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 also disseminate their own educational scholarship and research.

Advance HE Fellowships through ALPINE are open to all colleagues in the university who are working at level SCQF level 7 and above, 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, 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 Route

What we refer to as Routes 1 and 2 of ALPINE (through the Postgraduate Certificate programme modules) are also open to colleagues from Scottish Rural College (SRUC) and NHS colleagues in appropriate learning and teaching roles. NHS colleagues must pay a recognition fee directly to Advance HE ([see section 5](#))

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 HEA, Fellow HEA, or Senior Fellow HEA from Advance HE. 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 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 **Routes 1 and 2**. As you will see, ALPINE also offers professional recognition as Associate Fellow HEA, Fellow HEA and Senior Fellow HEA through successful completion of a portfolio of professional practice which is open to UHI colleagues who hold a teaching qualification and/or have relevant professional experience to demonstrate engagement in the PSF for the category of Fellowship appropriate to their role. 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.

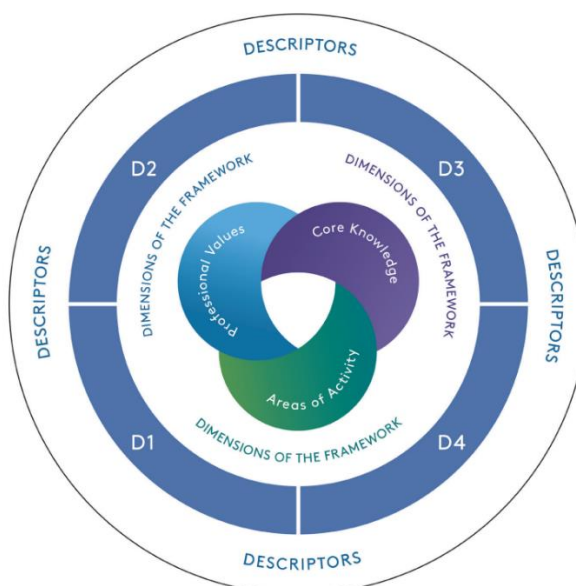
5. Engage new and less experienced colleagues with predominantly HE teaching responsibilities in taught postgraduate modules as part of the PG Cert Teaching in Tertiary and Higher Education.
6. Provide visibility and structure to our continued professional development (CPD) activities for colleagues 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 II](#). 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](#)

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. Categories of Fellowship are defined through four Descriptors that individuals 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 stakeholder 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.3).

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

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)

D1 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:

D1.1 use of appropriate Professional Values, including at least V1 and V3

D1.2 application of appropriate Core Knowledge, including at least K1, K2 and K3

D1.3 effective and inclusive practice in at least two of the five Areas of Activity

Descriptor 2 – Fellow (D2)

D2 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:

D2.1 use of all five Professional Values

D2.2 application of all five forms of Core Knowledge

D2.3 effective and inclusive practice in all five Areas of Activity

Descriptor 3 – Senior Fellow (D3)

D3 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:

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>D4 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>D4.1 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>D4.2 development and implementation of effective and inclusive: strategies, or policies, or procedures, or initiatives, to enhance practice and outcomes for learners</p> <p>D4.3 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 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

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 this module, the opportunity to undertake the Learning and Teaching in Tertiary and Higher Education module and seek **Associate Fellowship** recognition.

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 section 2.2](#)).

It is expected that colleagues will have at least six months practice on registering for ALPINE Route 1, undertaking this module across the course of one semester will add to this experience enabling colleagues to demonstrate effectiveness of practice for Associate Fellow (D1).

Recognition Route 2

Completion of two modules from the MEd in Tertiary and Higher Education and the MEd in Digital Pedagogy

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 **Fellowship recognition**.

One mandatory module:

- Teaching and Learning in Tertiary and Higher Education

One module from the list below:

- Theory and Practice of eLearning
- Teaching and Learning in the Clinical Environment
- Assessment in the Clinical Environment
- Digital Literacy and Open Education

This involves passing the assessments for the modules, an ALPINE Matrix and 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.

It is expected that colleagues will have at least one year practice on registering on Route 2, undertaking this module across the course of 2-3 semesters will add to this experience enabling a sufficiency of breadth and depth of practice for Fellow (D2).

Recognition Route 3

Portfolio of Professional Practice

This route supports colleagues with appropriate professional experience to produce a portfolio of practice as typically, colleagues should be working at the category of Fellowship they are seeking, for approximately:

- 1-3 years Associate Fellow (D1)
- 1-3 years Fellow (D2)
- 3-5 years Senior Fellow (D3)

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 a application for Fellow (D2) or Senior Fellow (D3) through the Portfolio Route.

4. THE IMPORTANCE OF ADVANCE HE FELLOWSHIPS

4.1 Benefits for UHI

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 Advanced 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 SRUC

At an institutional level, the main benefits for SRUC having colleagues engage in ALPINE are comparable to those for UHI, including supporting the professional development of staff in the enhancement of their own learning and teaching practice, to further develop an overall culture of high-quality learning and teaching in Higher Education, and to evidence that Higher Education learning and teaching at SRUC aligns with, is informed by, and benchmarks against the PSF. SRUC directly fund their colleagues who have Higher Education learning and teaching responsibilities to undertake the Pg Cert Teaching in Tertiary and Higher Education in order to achieve both their teaching qualification and their Fellow HEA, so the engagement of colleagues from SRUC in ALPINE is also ensuring that colleagues from SRUC are qualified to an appropriate postgraduate level in relation to learning, teaching and assessment.

4.3 Benefits for you as an individual

Participating in the Advance HE Fellowship application 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.

For colleagues who are in relevant learning and teaching roles in the NHS, and who will be seeking recognition typically as Fellow HEA, an important additional benefit to the above is in evidencing that your clinical related teaching practice, and your clinical educator responsibilities,



are aligned with, informed by and benchmarked against accepted best practice for teaching and supporting learning at Higher Education level including for the continued professional learning and development of post-qualification health professionals.

Evaluation of ALPINE for Advance HE Fellowships (as below) 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

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, 2022²) 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 of the HEA, 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.

² 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



ADVANTAGES

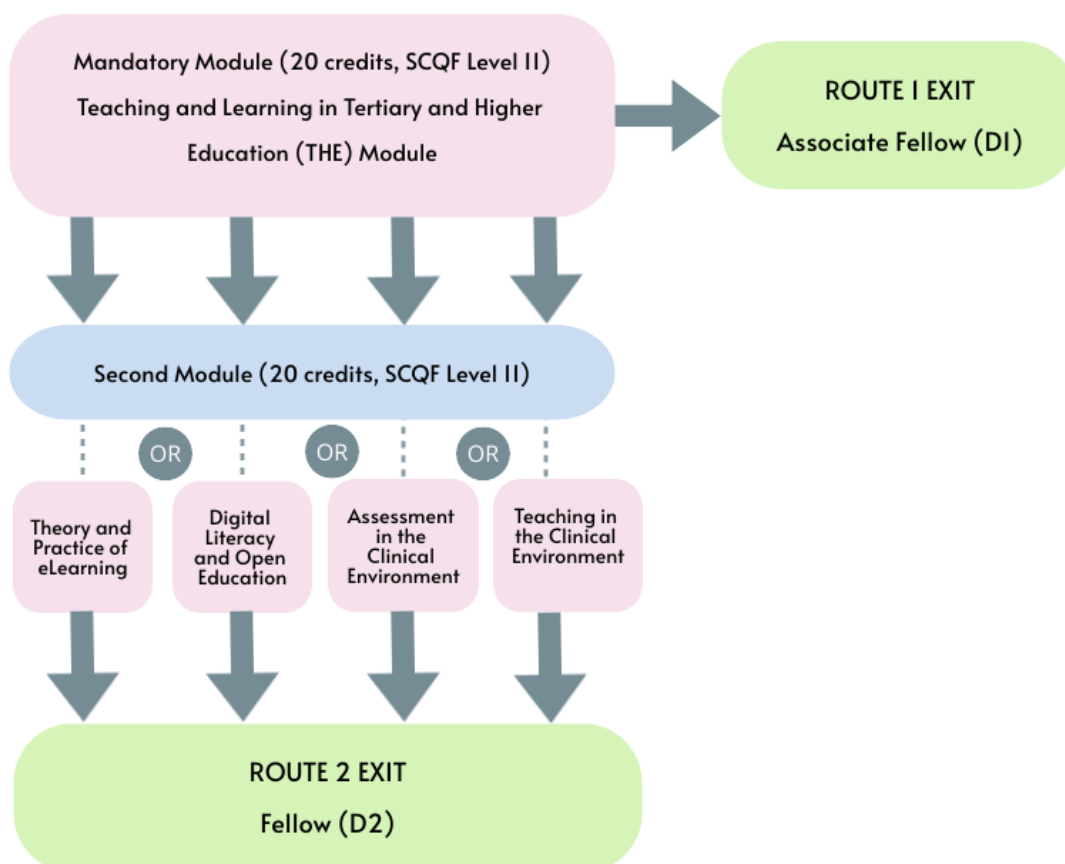


PART TWO: APPLICANT GUIDANCE AND INFORMATION: TAUGHT ROUTE

5. ELIGIBILITY FOR ADVANCE HE FELLOWSHIP THROUGH ALPINE ROUTES 1 AND 2

Advance HE Fellowship recognition through ALPINE Routes 1 and 2, is open to all colleagues employed by UHI and the Scottish Rural College (SRUC) who are in a learning and teaching role or learning and teaching support role that is HE focused. Colleagues working in the NHS in appropriate learning and teaching and support roles can also apply for Advance HE Fellowship through Routes 1 and 2 but will pay a direct fee to Advance HE when they successfully complete the module(s) and the Fellowship ALPINE Matrix has been reviewed and ratified at an examination board ([section 9](#)). The examples of practice and learning that as an applicant you will use in your Advance HE Fellowship application must relate to HE learning and teaching at SCQF level 7 upwards.

The flow chart below illustrates the two routes offered through ALPINE for recognition as Associate Fellow HEA or Fellow HEA.



5.1. Registration

The Taught Route for Advance HE Fellowships is advertised through:

- LTA SharePoint site and LTA webpages
- Module and MEd Programme webpages and descriptors
- Email communication to Academic Partners twice yearly
- At conferences and Academic Partner Development events
- Through Professional Development Reviews
- At the MEd Inductions

Seeking Fellowship through ALPINE is free to UHI and SRUC colleagues, but there are module fees. You should explore the [Fees/Funding webpages](#). UHI colleagues can also apply for funding through the UHI Staff Development Fund coordinated through the Learning and Teaching Academy.

Registration for ALPINE Taught Route follows applying and enrolling onto the module(s) within the following programmes:

MEd [Digital Pedagogy](#):

- Teaching and learning in tertiary and higher education
- Theory and practice of eLearning
- Digital literacy and open education

Med [Tertiary and Higher Education](#):

- Teaching and learning in tertiary and higher education
- Theory and practice of eLearning
- Teaching and learning in the clinical environment
- Assessment in the clinical environment

You should then, at the outset of your studies and not later than the end of Week 2 of the semester in which you start, complete the online ALPINE registration form ([Appendix I](#)). The ALPINE Scheme Lead will then confirm receipt of the form and outline next steps, which are also included in this guide. If you have any questions ahead of registering for Advance HE Fellowship recognition through ALPINE, and after reading this guide in full, including [section 3](#) which outlines routes to Fellowship and sufficiency of practice, please contact alpine@uhi.ac.uk.

6. HOW YOU WILL ENGAGE WITH THE PSF THROUGH YOUR STUDIES

When you enrol on the module(s) offered as part of the MEd Tertiary and Higher Education (X300) or the MEd Digital Pedagogy (x400) you will find there will be a number of activities in place designed to engage you directly with the PSF and the Descriptors and requirements for Associate Fellow (D1) or Fellow (D2) recognition. These are in addition to your coursework, and include:

- ALPINE induction and orientation session as part of the MEd programmes induction at the annual Postgraduate Induction Weekend and/or as part of online induction events offered for each new cohort.
- Participation in a mandatory webinar session on the process for seeking Advance HE Fellowship recognition through ALPINE.
- ALPINE tile in Brightspace which holds ALPINE guidance and proforma and submission area for your ALPINE work.
- Teaching observation with professional reflections on teaching practice aligned to the PSF.
- ALPINE Matrix to be completed evidencing how your module activities, assessments and learning have aligned and supported you to engage with the PSF and requirements for Fellowship ([section 8.3](#)).

6.1. Module schedule

All modules are SCQF Level 11 and depending on which modules you undertake will determine the duration of your Fellowship application journey. For Associate Fellow (D1) this will be one semester (S1), and for Fellow (D2) this might be one academic year (S1 & S2), or 1.5 years (S1 X2) providing students the appropriate experience of practice to evidence breadth and depth when seeking Fellowship (D2).

Semester one

Teaching and learning in tertiary and higher education (S1) UX311998 (mandatory ALPINE module)

Teaching in the clinical environment (S1) UX311092

Digital literacy and open education (S1) UI111009

Semester two

Theory and practice of eLearning (S2) UX311996

Assessment in the clinical environment (S2) UX311091

6.2. Advance HE Fellowship Alignment to Module Learning Outcomes

Achieving of Advance HE Fellowship (Associate Fellow D1, Fellow D2) through ALPINE Routes 1 and 2 are embedded in professional reflection activities which run parallel to the academic work to be undertaken on the modules in question.

As part of your studies, and through your professional practice, you will generate evidence for your Fellowship recognition, particularly by critically reflecting in your ALPINE Matrix on and making the links between your module learning, professional practice and the PSF Descriptors and Dimensions for Associate Fellow (D1) or Fellow (D2). To assist you with this, section 7 outlines the alignment of assessment tasks, learning outcomes and the PSF 2023, which will help you in understanding how and where you should be able to reflect on your studies in the ALPINE Matrix with respect to engaging with and evidencing your understanding of the PSF and Fellowship criteria. Successful completion of the assessment tasks and teaching observation will form part of your evidence for Associate Fellow (D1) or Fellow (D2). Concurrently, your own professional experience, practice and knowledge, ongoing professional dialogue and critical reflection with peers and Module Leaders and your wider engagement with academic scholarship and strategy should equip you with the full evidence needed to satisfy D1 or D2.

Please note that successfully passing your modules and successfully meeting the requirements for Associate Fellow HEA (D1) or Fellow HEA (D2) recognition are two distinct processes. Successfully achieving your Fellowship recognition requires you to concurrently engage with and complete the ALPINE Matrix across the mandatory and selected module you take, and participate in the Teaching Observation which is completed in the mandatory Teaching and Learning in Tertiary and Higher Education Module, in order to evidence the full requirements for PSF Descriptor 1 (Associate Fellow HEA) or Descriptor 2 (Fellow HEA).

7 MODULES OFFERING ROUTES TO ADVANCE HE FELLOWSHIP

This section outlines the MEd modules within which Advance HE Fellowships through ALPINE Route 1 and 2 are offered.

7.1 Teaching and Learning in Tertiary and Higher Education

Learning Outcomes

LO1 critically assess the main concepts and theories with regard to teaching and learning in the context of higher education;

LO2 evaluate how one's own teaching practice articulates with wider learning contexts;

LO3 demonstrate the ability to understand the contribution to the design and delivery of teaching and learning effectively in a diverse learning context;

LO4 critically reflect upon teaching practice and demonstrate an informed approach to enhancing and developing by drawing upon current knowledge as well as collaborative feedback from peers.

Assessment Type	Weight	Style	Submission
Assessment 1 (Critical Reflection of Practice Teaching)	90%	4000 words	Week 13
Assessment 2: (Collaborative Engagement)	10%		ongoing
*Formative ALPINE Matrix	NA	NA	Mid-module
ALPINE Matrix and Teaching Observation for feedback by the Module Leader (FHEA*) or submitted for review for Associate Fellow (AFHEA)	NA	1500 words (Matrix)	Week 13

*The Matrix is the carried forward by the student to the second module to build on the narrative for Fellow (D2)

Assignment 1a Tasks: Reflective Peer Teaching Observations

Assessment Tasks	Learning Outcomes	Dimensions Integral to Task
Critically reflect upon the observation of a peer's teaching.	Critically assess the main concepts and theories of learning and teaching within the Higher Education (HE) context (LO1).	V2, K1, K2, A5
Critically reflect on your own planned teaching practice and its impact, as observed by a fellow HE educator.	Demonstrate the ability to understand the contribution to the design and delivery of teaching and learning effectively in a diverse learning context (LO3).	V1, K3, A1, A2, A4

Identify areas of the observed teaching that enhance effective learning practice.	Evaluate how one's own teaching practice articulates with wider learning contexts (LO2).	V5, K3
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Assignment 1b Tasks: Reflection of Professional Practice

Reflect upon how designing a curriculum and setting learning outcomes, objectives has influenced your own professional practice.	Critically reflect upon teaching practice and demonstrate an informed approach to enhancing and developing by drawing upon current knowledge as well as collaborative feedback from peers (LO4).	K2, A1
Reflect upon the impact of delivering particular learning and teaching approaches.	Critically assess the main concepts and theories of learning and teaching within the Higher Education (HE) context (LO1).	V3, K1, K3, A2, A4
Reflect upon assessment and its impact on learning.	Demonstrate the ability to understand the contribution to the design and delivery of teaching and learning effectively in a diverse learning context (LO3).	V1, K3, A3
Evaluate the impact of particular learning designs within wider educational contexts.	practice articulates with wider learning contexts (LO2).	V4, V5, K5

Assignment 2 Tasks:

Contribution to the VLE discussion board.	Demonstrate the ability to understand the contribution to the design and delivery of teaching and learning effectively in a diverse learning context (LO3).	V5
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7.2 Theory and Practice of e-Learning

Learning Outcomes

LO1 analyse a range of e-learning theories and issues presently at the forefront of the field;

LO2 critically reflect on chosen e-learning pedagogies in relation to their own practice;

LO3 demonstrate knowledge and critical understanding of a chosen aspect of digital learning technologies;

LO4 present a rationale for the use of the chosen aspect of educational technology in relation to their own teaching.

Assessment Type	Weight	Style	Submission
Formative Plan	0%	1,000 words	Week 4
Assessments 1: Review and Reflection of e-Learning Design	40%	1,500 words	Week 8
*Formative ALPINE Matrix	NA	NA	Mid-module
Assessment 2: Collaborative Engagement	10%	Weekly participation	All semester
Assessments 3: Critical Review and Reflection of e-Learning Design	50%	3,000 words	Week 12
*ALPINE Matrix for review for Fellow (D2)	NA	1000 words	Week 12

Assignment 1 Tasks: Review and Reflection of e-Learning Design

Assessment Tasks	Learning Outcomes	Dimensions Integral to Task
Formatively, develop a draft design and framework to deliver online learning within the subject area you teach (Week 4). Peer, mentor and collaborative feedback will be provided.	Analyse a range of e-learning theories and issues presently at the forefront of the field for online learning design (LO1).	V5, K4, A1, A4, A5
Experientially test the draft online design for learning and developed in Week 4 using HE peer feedback.	Critically reflect on chosen e-learning pedagogies in relation to your own practice (LO2).	V3, V5, A5
Provide a critical reflection of the e-Learning teaching methodology or frameworks	Analyse a range of e-learning theories and issues presently at the forefront of the field	V3, V4, K4

chosen for the e-learning design within the wider subject context. Why is the method relevant? What implications do they have on the design? What aspects or findings are congruent to one's experience as a lecturer or learner?	for online learning design (LO1).	
How has the teaching or e-learning method influenced the teacher's pedagogy?	Critically reflect on chosen e-learning pedagogies in relation to your own practice (LO2).	K1, A2, A4

Assignment 2 & 3 Tasks: Collaborative Engagement and Critical Review and Reflection of e-Learning Design (I. Practical, II. Academic)

I. Share with colleagues on the discussion board a practical design, delivery, online tool or way(s) you have 'shaped' the online space in your current teaching.	Demonstrate knowledge and critical understanding of a chosen aspect of Educational technology (LO3).	K1, K4
I. What was the impact of the practical design, delivery, online tool or way(s) you 'shaped' the online space in your current [subject] teaching.	Critically reflect on chosen e-learning pedagogies in relation to your own practice (LO2).	V2, V5
II. Critically connect the practical application of your test teaching to current educational methodology or theoretical underpinning of the model.	Present a rationale for the use of the chosen aspect of Educational Technology in relation to your own teaching (LO4).	V3
II. Reflecting professionally on the practical impact of particular e-learning methods, comment on the main considerations when designing and delivering in the online space. Suggest issues and implications for future learning development.	Analyse a range of e-learning theories and issues presently at the forefront of the field (LO1).	V4, K3, A1, A5

7.3 Digital Literacy and Open Education

Learning Outcomes

LO1 - critically discuss and present digital pedagogical theory;
 LO2 - reflect upon the integration of digital resources to identify innovative potential;
 LO3 - present a clear analysis of the advantages and disadvantages of digital education in contemporary society.

Assessment Type	Weight	Style	Submission
1. Draft Plan of Digital Learning	10%	500	Week 8
*Formative ALPINE Matrix	0%	NA	Mid-module
2. Proposal for the delivery of your current teaching practice in an online format.	90%	4000 words	Week 12
*ALPINE Matrix for review for Fellow (D2)	NA	1000 words	Week 11

Assignment 1 Tasks: Developmental Draft Plan of Digital Learning

Assessment Tasks	Learning Outcomes	Dimensions Integral to Task
Design and draft a skeleton document for digital learning in a module.	Present a clear analysis of the advantages and disadvantages of digital education in contemporary society (LO3).	K1, K4
Outline the themes and resources planned for use in a module.	Reflect upon the integration of digital resources to identify innovative potential (LO2).	A1, K4
Plan a draft structure for delivery.	Reflect upon the integration of digital resources to identify innovative potential (LO2).	A1, K4
Test the design with colleagues or current students and reflect.	Reflect upon the integration of digital resources to identify innovative potential (LO2).	V2, V5, K4, A4

Assignment 2 Tasks: proposal for the delivery of your current teaching practice in an online format

Design a proposal for the delivery of your current teaching practice in an online format.	Critically discuss and present the digital pedagogical framework connected to the proposal (LO1).	V5, K4
Design how you will deliver learning online.	Reflect upon the integration of digital resources to identify innovative potential (LO2).	K4, A3
Critically reflect upon why you wish to make this change.	Present a clear analysis of the advantages and disadvantages of digital education in contemporary society (LO3).	V2, K3

7.4 Teaching and Learning in the Clinical Environment

Learning Outcomes

LO1 Teach clinical theory and skills in the clinical setting based upon engagement with and critical analysis of pertinent pedagogical theory;

LO2 Analyse and critically appraise different approaches to teaching based on pedagogical theory in a clinical setting;

LO3 Critically reflect on their own and others teaching in the clinical environment.

Assessment Type	Weight	Style	Submission
Formative Portfolio	0%		Weekly
*Formative collaborative engagement with ALPINE Matrix	NA	NA	Mid-module
Assessment 1: Critical Learning and Teaching Case Study	100%	4000 words	Week 16
*ALPINE Matrix for review for Fellow (D2)	NA	1000 words	Week 16

Assessment 1: Critical Learning and Teaching Case Study

Assessment Tasks	Learning Outcomes	Dimensions Integral to Task
Observe a clinical teaching event and:		
Reflect on the impact on student learning.	Critically reflect on their own and others teaching in the clinical environment (LO3)	V3, K5, A4
Connect teaching choices made to wider educational methodology.	Analyse and critically appraise different approaches to teaching	V3, V4

	based on pedagogical theory in a clinical setting (LO2)	
Design and reflect upon lesson plan, pedagogy and resources.	Teach clinical theory and skills in the clinical setting based upon engagement with and critical analysis of pertinent pedagogical theory (LO1); Analyse and critically appraise different approaches to teaching based on pedagogical theory in a clinical setting (LO2)	V3, A1, K4
Design assessment for/of learning.	Teach clinical theory and skills in the clinical setting based upon engagement with and critical analysis of pertinent pedagogical theory (LO1)	V3, A3
Reflect upon effectiveness of planning delivery on student learning.	Critically reflect on their own and others teaching in the clinical environment (LO3)	V3, V5, K3, A2, A4

7.5 Assessment in Teaching in the Clinical Environment

Learning Outcomes

LO1 Devise and undertake clinical, clinical skills and theory assessment based upon a critical engagement with appropriate pedagogical theory;

LO2 Analyse and critically appraise different assessment methods in a clinical setting;

LO3 Critically apply theory and evidence to the development of appropriate assessments in a clinical teaching environment reflecting on own practice;

LO4: Assess students in a clinical environment using written, practical, other assessment methods based upon pedagogical theory.

Assessment Type	Weight	Style	Submission
*Formative ALPINE Matrix	NA	NA	Mid-module
Formative Portfolio	0%		Weekly
Assessment 1: Critical Applied Assessment Case Study	100%	4000 words	Week 16

*ALPINE Matrix for review for Fellow (D2)		1000 words	Week 16
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Assessment 1: Critical Applied Assessment Case Study

Assessment Tasks	Learning Outcomes	Dimensions Integral to Task
Critically appraise the assessment method of a clinical skill or practice that you have recently designed and/or used.	Assess students in a clinical environment using written, practical, other assessment methods based upon pedagogical theory (LO4).	K3, A3
Reflect in detail how the assessment was delivered and its impact on student clinical skills' learning.	Analyse and critically appraise different assessment methods in a clinical setting (LO2).	V3, A3, A4
Critically justify how the assessment is constructively aligned with the clinical learning.	Devise and undertake clinical, clinical skills and theory assessment based upon a critical engagement with appropriate pedagogical theory (LO1). Critically apply theory and evidence to the development of appropriate assessments in a clinical teaching environment reflecting on own practice (LO3).	V3, K1, K2, K5, V2

***Mid-Module Task (All ALPINE Modules): PSF Matrix**

Ongoing professional reflection dialogue and engagement with the Professional Standards (PSF) with fellow students, Module Leaders and peers is evidenced through wider teaching practice and associated practices and noted on the PSF ALPINE Matrix (Appendix IV and V) throughout the Module and submitted for formative feedback from the Module Leader mid-way through the module(s).

This personal account of one's ongoing learning and teaching journey connects with the PSF dimensions for the Values, Activities and Core Knowledge gained through applied practice, readings, critical reflections, assessments of impact and reciprocal observations and discussions with colleagues and the educational community.



For colleagues seeking Associate Fellow (D1) at the end of the Teaching and Learning in Tertiary and Higher Education Module you will submit your completed ALPINE matrix to Brightspace for assessment (see section 9).

For colleagues seeking Fellow (D2) at the end of the mandatory module (Teaching and Learning in Tertiary and Higher Education) you will submit the ALPINE Matrix to the Module Leader for further formative feedback. This Matrix will then be used in the second module to build on reflection and evidence for submission for assessment for Fellow (D2) (see section 9).

This assessment is graded complete or incomplete, as engagement with the PSF is evidenced.

8. SEEKING ASSOCIATE FELLOWSHIP OR FELLOWSHIP THROUGH THE MED PROGRAMMES

This section outlines the Advance HE Fellowship requirements through ALPINE Routes 1 and 2.

8.1 Route one: Associate Fellow HEA

With six months practice experience prior to commencing studies, and successfully undertaking the Teaching and Learning in Tertiary and Higher Education module you will enable you to demonstrate effectiveness of practice in teaching and/or support of learning and through submission of your ALPINE Matrix demonstrate engagement with the PSF that is appropriate to fulfilling the requirements of an Associate Fellow (D1) through Route 1. If you are eligible to Fellow (D2) refer to 8.2.

Requirements for Associate Fellow HEA		Professional Standards Framework (PSF)	
1	Completion and passing the Teaching and Learning in Tertiary and Higher Education (TLTHE) Module (available in semester one)	Embedded into learning outcomes, activities, and assessments.	
2	ALPINE Matrix (up to 1500 words) <i>Must focus on HE practice (SQFE Level 7 and above)</i> Further guidance and examples are provided in Brightspace	Effectiveness of practice in teaching and/or supporting of learning is demonstrated through evidence of:	
		D1.1	use of appropriate Professional Values, including at least V1 and V3
		D1.2	application of appropriate Core Knowledge, including at least K1, K2 and K3
D1.3	effective and inclusive practice in at least two of the five Areas of Activity		
3	ALPINE Teaching Observation	A colleague that holds Fellow, Senior or Principal Fellow will observe your HE practice.	

8.2 Route two: Fellow HEA

Successful undertaking of the Teaching and Learning in Tertiary and Higher Education module and one other module offered through Route 2 will enable you to demonstrate breadth and depth of learning and teaching practice in your ALPINE Matrix and engagement with the PSF that is appropriate to fulfilling the requirements of a Fellow (D2) through Route 2.

Requirements for Fellow HEA		Professional Standards Framework (PSF)						
1	Completion of the Teaching and Learning in Tertiary and Higher Education Module (available in semester one) And completion of one other Module: <ul style="list-style-type: none"> • Theory and Practice of eLearning (available semester two) or • Digital Literacy and Open Education (available semester one) or • Assessment in the clinical environment (available semester two) or • Teaching in the clinical environment (available semester one) 	Embedded into learning outcomes, activities, and assessments.						
2	ALPINE Matrix completed across the two modules (<i>up to 2500 words</i>) <i>Must focus on HE practice (SQFE Level 7 and above)</i>	Breadth and depth of practice in teaching and/or support of high-quality learning is demonstrated through evidence of: <table border="1" data-bbox="1120 1077 2089 1204"> <tr> <td>D2.1</td> <td>use of all five Professional Values,</td> </tr> <tr> <td>D2.2</td> <td>application of all five forms of Core Knowledge</td> </tr> <tr> <td>D2.3</td> <td>effective and inclusive practice in all five Areas of Activity</td> </tr> </table>	D2.1	use of all five Professional Values,	D2.2	application of all five forms of Core Knowledge	D2.3	effective and inclusive practice in all five Areas of Activity
D2.1	use of all five Professional Values,							
D2.2	application of all five forms of Core Knowledge							
D2.3	effective and inclusive practice in all five Areas of Activity							
3	ALPINE Teaching Observation (undertaken in Teaching and Learning in Tertiary and Higher Education)	A colleague that holds Fellow, Senior or Principal Fellow will observe your HE practice.						

8.3 The ALPINE Matrix

The ALPINE Matrix (see [Appendix IV](#) and [V](#)) is designed for you to demonstrate specifically where your engagement with the module(s) aligns with the PSF, as described above. You will be required to reflect in your ALPINE matrix on how the module learning has facilitated engagement with the PSF in terms of how your learning helps demonstrate your Professional Values that underpin your Core Knowledge and Areas of Activity ([P4 PSF](#)).

Your ALPINE Matrix and your completed ALPINE Teaching Observation will enable you to demonstrate how the module(s), and associated professional practices have aligned with the requirements for Associate Fellow or Fellow with respect to the PSF and Descriptor 1 or 2.

8.4 Teaching (and/or support for learning) Observation

You will be required to undergo an observation of your own teaching practice within a session of your choice. The observation will provide you with evidence to explore in your ALPINE Matrix, and authentication of your practice. Your Teaching Observation will be carried out by an observer who holds either Fellow, Senior Fellow or Principal Fellow. Your observer will offer feedback on your practice that will be contextualised to those aspects of the PSF that are relevant to the content and context of your observed session (See [III](#)). Your Module Leader is not eligible to be your observer. It is expected that you identify your observer (although the MEd Programme Leader/ALPINE Taught Route Scheme Lead can support you with this). You reflect on the observation in your ALPINE Matrix so you should organise the teaching observation in enough time for you to add reflections to your ALPINE Matrix before submission for review.

9. ALPINE MATRIX FEEDBACK AND REVIEW

9.1 Route one: Associate Fellow

During the TLTHE module you will have the opportunity to seek formative feedback on your ALPINE Matrix from the Module Leader by submitting your draft Matrix to Brightspace. Once you have synthesised your experience and evidence into your completed ALPINE Matrix you will submit this into the ALPINE module tile in Brightspace at the same time as your final module assessment (submitted into the module area) for review by the Module Leader. The MEd Programme Leader (ALPINE Taught Scheme Lead) or their designate (if also Module Leader) will second review ([Appendix IV and V](#)). If there is a conflict of interest the Module Lead and/or Programme Leader will declare this, and your ALPINE Matrix will be reallocated to another Module Leader in the MEd programme. The module assessments are assessed separately to your ALPINE Matrix. There are two possible outcomes in the reviewing process:

Recognise

If both the reviewers agree that Fellowship should be awarded, and if the module(s) is passed, then this will be ratified at the Tier 1 examination board. Following the exam board, the board Clerk will communicate Fellowship to the ALPINE Scheme Lead. The ALPINE Scheme Lead will then communicate this to you along with details on how to access your Advance HE account and Fellowship certificate.

Refer

If the reviewers agree that the submitted ALPINE Matrix does not meet the D1 requirements you will be provided with feedback and the opportunity to resubmit. Normally the same reviewers will then consider if the revised ALPINE Matrix meets the criteria, and the Fellowship will be ratified through Chair's Action at the resit examination board.

Disagreement on outcome

When there is not a consensus on the outcome, a third internal reviewer from the MEd team will be asked to review the ALPINE Matrix and the majority decision will be taken forward to the exam board.

External Moderation

The external examiner for the MEd programmes who will hold Senior Fellow (D3) or Principal Fellow (D4) will moderate a sample (10%) of the ALPINE Matrices.

9.2 Route two: Fellow HEA

During the modules you can seek formative feedback on your ALPINE Matrix from the Module Leader. On the second module and once you have synthesised your experience and evidence into your completed ALPINE Matrix you will submit this into the Module area in Brightspace together with your final module assessment for review by a MEd Module Leader. The MEd Programme Leader (ALPINE Scheme Lead) or their designate will second review. If both reviewers agree that Fellowship should be awarded, then this will be ratified at the Tier 1 examination board. Following the exam board, the board Clerk will communicate to the ALPINE Scheme Lead students who have been awarded Fellowship. The ALPINE Scheme Lead will then communicate this to you as the student along with details on how to access your Advance HE account and Fellowship certificate. There are two possible outcomes in the reviewing process:

Recognise

If both the reviewers agree that Fellowship should be awarded, and if the module(s) is passed, then this will be ratified at the Tier 1 examination board. Following the exam board, the board Clerk will communicate Fellowship to the ALPINE Scheme Lead. The ALPINE Scheme Lead will then communicate this to you along with details on how to access your Advance HE account and Fellowship certificate.

Refer

If the reviewers agree that the submitted ALPINE Matrix does not meet the D1 requirements you will be provided with feedback and the opportunity to resubmit. Normally the same reviewers will then consider if the revised ALPINE Matrix meets the criteria, and the Fellowship will be ratified through Chair's Action at the resit examination board.

Disagreement on outcome

When there is not a consensus on the outcome, a third internal reviewer from the MEd team will be asked to review the ALPINE Matrix and the majority decision will be taken forward to the exam board.

External Moderation

The external examiner for the MEd programmes who will hold Senior Fellow (D3) or Principal Fellow (D4) will moderate a sample (10%) of the ALPINE Matrices.



9.3 Celebrating Fellowships

For UHI colleagues, 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. RECOGNITION TIMELINE

You will compile the evidence for your ALPINE Matrix to be recognised as Associate Fellow HEA or Fellow HEA during your module(s) engagement. The table below outlines the sequence of activities in seeking Advance HE Fellowship recognition.

1.	Enrol on module(s)	<p>Modules sitting under Digital Pedagogy (MEd):</p> <ul style="list-style-type: none"> • Teaching and learning in tertiary and higher education (PgCert TLHE) Mandatory • Theory and practice of eLearning (PgCert TLHE) • Digital literacy and open education (PgDip) <p>Modules sitting under Tertiary and Higher Education (MEd):</p> <ul style="list-style-type: none"> • Teaching and learning in tertiary and higher education (PgCert TLHE / Clinical Pedagogy) • Theory and practice of e-learning (PgCert TLHE) • Teaching and learning in the clinical environment (PgCert Clinical Pedagogy) • Assessment in the clinical environment (PgCert Clinical Pedagogy)
2.	Register for ALPINE	<p>You must register on ALPINE not later than end of Week 2 of your first module by completing an online registration form, available from Brightspace (Appendix I).</p> <p>It is expected that colleagues will have at least six months practice on registering on Route 1, undertaking this module across the course of one semester will add to this experience enabling a sufficiency of practice for Associate Fellow (D1).</p> <p>It is expected that colleagues will have at least one year practice on registering on Route 2, undertaking this module across the course of 2-3 semesters will add to this experience enabling a sufficiency of practice for Fellow (D2).</p>



3.	Attend ALPINE information sessions	Attend the Postgraduate Induction including the MEd induction session, and the Seeking Professional Recognition through ALPINE Routes 1 and 2 online information session which is available early in semesters 1 and 2.
4.	Download the ALPINE Matrix and Teaching Observation	Download the ALPINE Matrix and Teaching Observation from the ALPINE module tile under 'my courses' in Brightspace and seek any guidance or additional information about the Advance HE Fellowship criteria and/or process by the ALPINE Taught Scheme Lead (MEd Programme Leader)
5.	Approach your observer	Consider who will observe your teaching and contact them to arrange when they will observe a session of your choice. Send them the Teaching Observation proforma so they can familiarise themselves with the PSF 2023. Organise the teaching observation in enough time for you to add reflections to your ALPINE Matrix before submission for review.
6.	Draft your ALPINE Matrix	Spend time reading Appendix II which outlines how your module aligns to the PSF. Use this as a guide to add your reflections to the ALPINE Matrix during your module studies. If you would like formative feedback seek this from the Module Leader.
7.	Submit you completed Matrix and Teaching Observation into Brightspace	When you submit your final module assessment for the first (if applying for Associate Fellow) or second module (applying for Fellow) also submit your completed ALPINE Matrix for review and the Teaching Observation for supporting evidence in the ALPINE module tile in the 'my courses' area of Brightspace.
8.	ALPINE Review	See section 9 for the review process. If it is agreed that your ALPINE Matrix meets the requirements for D1 or D2 this will be communicated to you after the Fellowship has been ratified at an exam board. If the ALPINE Matrix needs additional work this will be fed back to you and the ALPINE Taught Scheme Lead will support you to address the feedback and resubmit the ALPINE Matrix for review. The resubmitted ALPINE Matrix will then be taken to the resit exam board following submission.
9.	ALPINE Certificate Issued	The exam board Clerk will notify the ALPINE Scheme Lead of your Fellowship who will issue the Advance HE Fellowship certificate with Advance HE. The Advance HE Fellowship will also be clerked at the ALPINE Recognition Panel that follows the exam board.

11. ALPINE SUPPORT AND GUIDANCE

The process of seeking Advance HE Fellowship through Routes 1 and 2 are designed to be a supportive and collegiate, 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.

Support	How	When
Module Leaders who hold Fellow (D2) or Senior Fellow (D3)	Will provide formative feedback on your ALPINE Matrix during the module and will review your ALPINE Matrix after submission.	During and on completion of the module.
MEd Programme Leader / ALPINE Taught Route Scheme Lead Senior Fellow (D3)	The MEd Programme Leader is also the ALPINE Taught Scheme Lead and will provide information sessions and is the point of contact for specific ALPINE queries after registration. The MEd Programme Leader will first or second review applications and ratify Fellowships at the exam board.	When you are considering ALPINE, during module and on completion of modules.
ALPINE Scheme Lead Principal Fellow (D4)	Will process your registration form/certificate and be the contact for general ALPINE queries before registering for ALPINE and point of contact for matters of concern at alpine@uhi.ac.uk .	Prior to registering on the Taught Route and within the first two weeks of commencing studies (registration) and as required.
Personal Academic Tutor	All students are allocated a Personal Academic Tutor (PAT). The PAT can be contacted about any support and direction needed.	PATs are assigned on enrolment and recorded on your student record.

Colleagues who support you through your ALPINE journey hold either Fellowship HEA, Senior Fellowship HEA or Principal Fellowship HEA.

11.1 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](#). If you are employed by UHI on the MEd you are welcome to attend all the events and professional development offered through the



LTA. Many of our events are open to externally and SRUC colleagues are welcome to attend those events.

11.2 Maintaining integrity and standards within the recognition process

All ALPINE Reviewers, including Module/Programme Leaders of the MEd modules that offer Fellowship are required to undertake initial mandatory and annual staff development (in the form of a 1.5 hour briefing session) provided by the Learning and Teaching Academy (LTA), who coordinate ALPINE, before embarking on ALPINE 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, and to ensure a consistency in approach to reviewing applications and making recommendations across the pool of reviewers.

11.3 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 or contacting the ALPINE Scheme Lead/Head of Academic Practice Development directly and in confidence by emailing alex.walker@uhi.ac.uk . As a UHI student on Routes 1 and 2 should you wish to formally report or raise a concern in confidence out with the ALPINE team you can do so through the Student Red Button. This concern will then be investigated without disadvantage in a timely and fair manner and in line with the university institutional policy.

11.4 Academic Integrity

Through the ALPINE Taught Routes, you will have your teaching (or equivalent) observed, and you will be provided with formative feedback and support throughout the ALPINE related modules and process.

Your ALPINE Matrix, like your academic work is subject to the Academic Standards and Quality Regulations ([section 9](#)) relating to academic misconduct followed.

11.5 Evaluation

You will be sent an evaluation survey to complete at the end of the first of second module you undertake. 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.

11.6 Data Protection Act (DPA)

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.

Please see Appendix VII for a full privacy notice.



11. Awarding of Fellowships

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

- The LTA Webpages where a list of UHI colleagues recognised is listed and is open to external review.
- The internal SharePoint site which will include a short profile of UHI colleagues who have been recognised with Advance HE Fellowship.
- Fellowships will be communicated to each UHI 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.

For colleagues from SRUC, Fellowships will be communicated annually to the SRUC fellowship contact annually, and the college encouraged to celebrate colleagues recognised with Fellowship in ways appropriate to SRUC.

12. AFTER RECOGNITION AT UHI

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 ALPINE and the associated professional recognition processes to celebrate and share good practice, and to work collectively across the UHI 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>)

12.1 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 VI](#)).

12.2 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. For UHI colleagues 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.

12.3 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 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.

12.4 Mentoring and peer support within ALPINE

For UHI colleagues who have successfully achieved their Advance HE Fellowship 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 Advance HE Fellowship recognition of your colleagues by mentoring one or two applicants to recognition each 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 on the Portfolio Route, workshop and event facilitators and contributors, and recognition panel members including as Chair. In some cases, colleagues who have achieved Fellow HEA through ALPINE have used their mentoring activities as evidence to apply for recognition as Senior Fellow HEA 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.



13. 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.



APPENDIX I. Registration Form

This is an example of the registration form that can be found on Brightspace.

ALPINE

Accredited Learning, Professional development and Innovation in Education

ALPINE Registration for Advance HE Fellowships Taught Routes

Please complete and submit this form to Alpine@uhi.ac.uk to register your interest in seeking Advance HE Fellowship through ALPINE at UHI through the Portfolio Route.

Please ensure you have read the ALPINE: Advance HE Fellowships: Taught Route Guide and complete the [Advance HE Fellowship Tool](#) before completing this form.

1. About you		
Your name		
E-mail address		
Job title		
Academic Partner or institution (UHI/SRUC/NHS)		
Faculty (UHI)		
Cognate Subject Area (UHI)		
Gender (stating this is entirely optional but will allow us to gauge gender representation in relation to participation in ALPINE)		
Please confirm that if you are applying for Associate Fellow (D1) that you have at least six months learning and teaching practice (or training) experience.	(✓)	
Please confirm that if you are applying for Fellow (D2) that you have at least one year learning and teaching practice (or training) experience.	(✓)	



1. 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.

2. Confirmation

Please indicate (✓) whether you have:

Read the ALPINE Taught Route Guide

Agreement from your line manager to register for recognition through ALPINE

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

Associate Fellow of the HEA

If you have any queries before submitting this form please email ALPINE at Alpine@uhi.ac.uk

Once your form is submitted, we will aim to confirm next steps within two working weeks.

APPENDIX II: ALPINE Principles mapped to the PSF and UHI Learning and Teaching Enhancement Strategy Values

ALPINE Principle	Professional Standards Framework (PSF)	Learning and Teaching Enhancement Strategy Values
<p>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.</p>	<p>Areas of Activity 1 to 5</p> <p>Core Knowledge 1 to 5</p> <p>Professional Values 1 to 5</p> <p>Descriptor 1 – Associate Fellow D1, D1.1, D1.2, D1.3</p> <p>Descriptor 2 – Fellow D2, D2.1, D2.2, D2.3</p> <p>Descriptor 3 – Senior Fellow D3, D3.1, D3.2, D3.3</p>	<p>Supporting the learner as an individual</p> <p>Supporting flexible and student-centred learning</p> <p>Learning for personal growth and employment</p> <p>Authentic assessment and meaningful feedback</p> <p>Engaging our students in reflection and research</p> <p>Celebrating diversity through teaching and learning</p> <p>Connecting learning through communities</p> <p>Enriching learning through digital practices</p> <p>Harnessing open education approaches</p> <p>Integrated and sustainable learning and teaching</p>
<p>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.</p>	<p>Descriptor 1 – Associate Fellow A5-enhance practice through own continuing professional development.</p> <p>Descriptor 2 – Fellow Including A5 as above</p> <p>Descriptor 3 – Senior Fellow Including A5 as above</p>	<p>Supporting the learner as an individual</p> <p>Celebrating diversity through teaching and learning</p> <p>Integrated and sustainable learning and teaching</p> <p>Learning for personal growth and employment</p> <p>Connecting learning through communities</p>

<p>Provide a means to recognise and celebrate how individual colleagues are developing their learning and teaching practices, and educational leadership.</p>	<p>Descriptor 1 – Associate Fellow V3 Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice.</p> <p>Descriptor 2 – Fellow Including V3 (as above)</p> <p>Descriptor 3 – Senior Fellow Including V3 (as above)</p>	<p>Connecting learning through communities Enriching learning through digital practices Harnessing open education approaches Celebrating diversity through teaching and learning Learning for personal growth and employment</p>
<p>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.</p>	<p>In particular: A5, K2, K3, V3, V4</p> <p>Descriptor 1 – Associate Fellow D1 - 1.1, D1.2, D1.3</p> <p>Descriptor 2 – Fellow D2- 2.1, 2.2, 2.3</p> <p>Descriptor 3 – Senior Fellow D3- D3.1, 3.2, 3.3</p>	<p>Learning for personal growth and employment Celebrating diversity through teaching and learning Connecting learning through communities Enriching learning through digital practices Harnessing open education approaches Integrated and sustainable learning and teaching</p>
<p>Engage new and less experienced colleagues with predominantly HE teaching responsibilities in taught postgraduate modules as part of the PG Cert Teaching in Higher Education.</p>	<p>Areas of Activity 1 to 5 Core Knowledge 1 to 5 Professional Values 1 to 5</p>	<p>Supporting the learner as an individual Supporting flexible and student-centred learning Learning for personal growth and employment</p>

	<p>Descriptor 1 – Associate Fellow D1, D1.1, D1.2, D1.3</p> <p>Descriptor 2 – Fellow D2, D2.1, D2.2, D2.3</p> <p>Descriptor 3 – Senior Fellow D3, D3.1, D3.2, D3.3</p>	<p>Authentic assessment and meaningful feedback</p> <p>Engaging our students in reflection and research</p> <p>Celebrating diversity through teaching and learning</p> <p>Connecting learning through communities</p> <p>Enriching learning through digital practices</p> <p>Harnessing open education approaches</p> <p>Integrated and sustainable learning and teaching</p>
<p>Provide visibility and structure to our continued professional development (CPD) activities for colleagues to engage in and which link to professional recognition frameworks.</p>	<p>Areas of Activity 1 to 5</p> <p>Core Knowledge 1 to 5</p> <p>Professional Values 1 to 5</p> <p>Descriptor 1 – Associate Fellow D1, D1.1, D1.2, D1.3</p> <p>Descriptor 2 – Fellow D2, D2.1, D2.2, D2.3</p> <p>Descriptor 3 – Senior Fellow D3, D3.1, D3.2, D3.3</p>	<p>Supporting the learner as an individual</p> <p>Supporting flexible and student-centred learning</p> <p>Learning for personal growth and employment</p> <p>Authentic assessment and meaningful feedback</p> <p>Engaging our students in reflection and research</p> <p>Celebrating diversity through teaching and learning</p> <p>Connecting learning through communities</p> <p>Enriching learning through digital practices</p> <p>Harnessing open education approaches</p> <p>Integrated and sustainable learning and teaching</p>
<p>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</p>	<p>In particular: A5, V2, V3, V4, V5 K3-5</p> <p>Descriptor 1 – Associate Fellow</p>	<p>Supporting the learner as an individual</p> <p>Connecting learning through communities</p> <p>Enriching learning through digital practices</p>

<p>further embedding of the ‘common values’ of the <u>Learning and Teaching Enhancement Strategy 2022-2026</u></p>	<p>D1, D1.1, D1.2, D1.3 Descriptor 2 – Fellow D2, D2.1, D2.2, D2.3 Descriptor 3 – Senior Fellow D3, D3.1, D3.2, D3.3</p>	<p>Harnessing open education approaches Integrated and sustainable learning and teaching Learning for personal growth and employment</p>
<p>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: K4 Descriptor 1 – Associate Fellow D1, D1.1, D1.2, D1.3 Descriptor 2 – Fellow D2, D2.1, D2.2, D2.3 Descriptor 3 – Senior Fellow D3, D3.1, D3.2, D3.3</p>	<p>Enriching learning through digital practices Harnessing open education approaches Integrated and sustainable learning and teaching Supporting the learner as an individual</p>



APPENDIX III: Teaching Observation Proforma

Advance HE Fellowship through ALPINE: Routes 1 and 2

Accredited Learning, Professional development and Innovation in Education

Teaching observation proforma

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

All students on the Teaching and Learning in Tertiary and Higher Education module will have the opportunity to have their teaching practice observed, for example through peer observation. However, those of you who are seeking Advance HE Fellowship recognition through ALPINE must have your teaching observed by an appropriately qualified colleague who already has their Fellow HEA or Senior Fellowship HEA. The ALPINE Taught Scheme Lead /Programme Leader can assist in identifying your observer.

It is expected that you reflect on the observation in your ALPINE Matrix so you should organise the teaching observation in enough time for you to add reflections to your ALPINE Matrix before submission for review.

Guidance

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

It is your responsibility to arrange the observation of your session. You should arrange a meeting ahead of the observation to agree with your observer a suitable session for your observation which might be online, on-campus or through a mode you have agreed with your observer. You



should discuss what you plan to cover in your session and areas of the PSF that it should cover. Select a date that will leave you enough time to add reflections to your ALPINE Matrix before submission for review.

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

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

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

The observer should then send the completed proforma to you to upload to the ALPINE module tile in Brightspace along with their ALPINE Matrix and final Module Assessment.

PART 1: TO BE COMPLETED BY THE STUDENT	
1.1. Details	
Name of student	
Category of Fellowship sought	
Title of session	
SCQF level (must be 7 or above)	
Date of session	
1.2. Outline of session: Intended outcomes, format, structure, activities (up to 400 words)	

PART 2: TO BE COMPLETED BY THE OBSERVER

Teaching and Learning in Tertiary and Higher Education: Fellow HEA

Observer comments relating to dimensions of PSF (not all dimensions need to be covered in the teaching observation)			
Areas of Activity	Professional Values	Core Knowledges	
A1 design and plan learning activities and/or programmes	V1 respect individual learners and diverse groups of learners		K1 how learners learn, generally and within specific subjects
	V2 promote engagement in learning and equity of opportunity for all to reach their potential		K2 approaches to teaching and/or supporting learning, appropriate for subjects and level of study
	V3 use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice		K3 critical evaluation as a basis for effective practice
	V4 respond to the wider context in which higher education operates, recognising implications for practice		K4 appropriate use of digital and/or other technologies, and resources for learning
	V5 collaborate with others to enhance practice		K5 requirements for quality assurance and enhancement, and their implications for practice

<p>A2 teach and/or support learning through appropriate approaches and environments</p>	<p>Professional Values</p>		<p>Core Knowledge</p>	
<p>A3 assess and give feedback for learning</p>	<p>Professional Values</p>		<p>Core Knowledge</p>	

A4 support and guide learners	Professional Values		Core Knowledge	
A5 enhance practice through own continuing professional development	Professional Values		Core Knowledge	
Observer general comments (areas of good practice and for enhancement)				
Date observation sheet completed				
Signature of observer				



Appendix IV. ALPINE Matrix D1 – Associate Fellow HEA

Teaching and Learning in Tertiary and Higher Education module

You should not begin completing your ALPINE Matrix before having attended a ‘Seeking Professional Recognition through ALPINE’ webinar and reading the ALPINE: Advance HE Fellowships: Route 1 and 2 Guide.

Successful recognition through ALPINE requires the presentation of evidence that is clearly mapped against the relevant Dimensions of the PSF. For those who are engaging with the Teaching and Learning in Higher Education module on a stand-alone basis to seek recognition as Associate Fellow of the HEA, the ALPINE Matrix below is provided for this purpose. Evidence of meeting the appropriate elements of the PSF will come from the assessments that you have undertaken as part of your engagement with the module, and the other activities you have undertaken on the module, Please refer to section 7 for more information on how the assessments are aligned to the learning outcome and PSF.

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

You will need to provide an explanation of how your evidence meets specific aspects of the PSF, and should refer to the PSF while undertaking this task. Please note that if you are seeking Associate Fellow recognition through completing the Teaching and Learning in Higher Education module on a stand-alone basis, you are required to evidence: effective and inclusive practice in **at least two of the five Areas of Activity**, application of appropriate **Core Knowledge including at least K1, K2 and K3** and use of appropriate **Professional Values including at least V1 and V3** as outlined on page [7 of the PSF 2023](#).

As you are drafting this ALPINE Matrix you should seek formative feedback from the Module Leader during the module by submitting your draft Matrix to Brightspace. They will indicate whether there are areas within your reflection that would benefit from further clarification. Subject to any enhancements you make you should upload the ALPINE Matrix alongside your final module assessment to the ALPINE module tile in Brightspace so it can be formally reviewed. The recommended word limit for the ALPINE Matrix is **1500 words**.

Teaching and Learning in Tertiary and Higher Education: Associate Fellow HEA

Areas of Activity:	<p>Reflection on how your engagement with the module has contributed to your HE learning and has enhanced, informed, and/or developed your Professional Values (D1.1) that underpin your Core Knowledge (D1.2) and together support the delivery of your HE professional practice (D1.3). In doing this consider the:</p> <ul style="list-style-type: none"> • The Teaching Observation. • Module Activities. • Module Assessments. • Theories and concepts in learning and teaching explored through the module. 	
D1.3 In your context, effective and inclusive practice in at least two of the five Areas of Activity	D1.1. In your context, when reflecting on the Areas of Activity outline the use of appropriate Professional Values, including at least V1 and V3	D1.2. In your context, when reflecting on the Areas of Activity outline the application of appropriate Core Knowledge, including at least K1, K2 and K3
A1. design and plan learning activities and/or programmes		
A2. teach and/or support learning through appropriate approaches and environments		
A3. Support and guide learners		
A4. assess and give feedback for learning		
A5. enhance practice through own continuing professional development		

Review verification				
<p>This section is to be signed by an MEd Module Leader and Programme Leader (or designate) after review. Please see formative feedback on your ALPINE Matrix from your Module Leader and submit into the ALPINE module tile in Brightspace with your final assessment.</p>				
First Reviewed by MEd Module Leader	<u>Associate Fellow (D1)</u>			
	D1.1	Met (✓)		Not Met (✓)
	D1.2	Met (✓)		Not Met (✓)
	D1.3	Met (✓)		Not Met (✓)
Justification: use this space to include any strengths or areas for development. When referring to dimensions of the PSF that were not met, be specific about which statements.				
Signature and date				
Second Reviewed by Programme Leader or designate comments	<u>Associate Fellow (D1)</u>			
	D1.1	Met (✓)		Not Met (✓)
	D1.2	Met (✓)		Not Met (✓)
	D1.3	Met (✓)		Not Met (✓)
Justification: use this space to include any strengths or areas for development. When referring to dimensions of the PSF that were not met, be specific about which statements.				
Signature and date				
Third Reviewed by MEd Module Leader (in instances when a consensus was not met by the first and second reviewer0.)	<u>Associate Fellow (D1)</u>			
	D1.1	Met (✓)		Not Met (✓)
	D1.2	Met (✓)		Not Met (✓)
	D1.3	Met (✓)		Not Met (✓)



Justification: use this space to include any strengths or areas for development. When referring to dimensions of the PSF that were not met, be specific about which statements.	
Signature and date	
Moderated by External Examiner (sample) comments	
Signature and date	



Appendix V. ALPINE Matrix, Fellow HEA (D2)

Teaching and Learning in Tertiary and Higher Education module AND either, Theory and Practice of eLearning OR Digital Literacy and Open Education OR Assessment in the Clinical Environment OR Teaching in the Clinical Environment

You should not begin completing your ALPINE Matrix before having attended a 'Seeking Professional Recognition through ALPINE' webinar and reading the ALPINE: Advance HE Fellowships: Route 1 and 2 Guide.

In seeking recognition as Fellow of the HEA, you are required to evidence how you meet the requirements for **Descriptor 2 – Fellow HEA**. You will need to provide an explanation of how your evidence meets specific aspects of the PSF and should refer to the PSF while undertaking this task. Please note that in seeking recognition as Fellow of the HEA, you are required to evidence: effective and inclusive practice in all **five Areas of Activity**, application of all **five forms of Core Knowledge** dimensions, and use of all **five Professional Values** as outlined on [p8 of the PSF 2023](#). Most of your evidence will come from the Teaching and Learning in Higher Education module, but some of your evidence will also come through completing the other module. Please refer to Section 7 for more information on how the assessments are aligned to the learning outcome and PSF.

As you are drafting this ALPINE Matrix you should seek formative feedback from the Module Leader. They will indicate whether there are areas within your reflection that would benefit from further clarification. Subject to any enhancements you are asked to make, you should upload the ALPINE Matrix to the ALPINE module tile in Brightspace so it can be formally reviewed.

The word limit for this your ALPINE Matrix is **2500 words**.

Teaching and Learning in Tertiary and Higher Education: Fellow HEA		
Areas of Activity	<p>Reflection on how your engagement with the module has contributed to your HE learning and has enhanced, informed, and/or developed your Professional Values (D2.2) that underpin your Core Knowledge (D2.2) and together support the delivery of your HE professional practice (D2.3). In doing this consider the:</p> <ul style="list-style-type: none"> • The Teaching Observation. • Module Activities. • Module Assessments. • Theories and concepts in learning and teaching explored through the module. 	
D2.3 effective and inclusive practice in at least two of the five Areas of Activity	D2.1. In your context , when reflecting on the Areas of Activity outline the use of Professional Values that underpin and are appropriate to the example of Activity provided. All five Professional Values should be demonstrated across the ALPINE Matrix.	D2.2. In your context , when reflecting on the Areas of Activity outline the application of Core Knowledge appropriate to the example of Activity provided. All five forms of Core Knowledge should be demonstrated across the ALPINE Matrix.
A1. design and plan learning activities and/or programmes		
A2. teach and/or support learning through appropriate approaches and environments		
A3. assess and give feedback for learning		
A4. support and guide learners		



A5. enhance practice through own continuing professional development		
-----------------------------------------------------------------------------	--	--

Review verification				
This section is to be signed by an MEd Module Leader and Programme Leader (or designate) after review. Please see formative feedback on your ALPINE Matrix from your Module Leader and submit into the ALPINE module tile in Brightspace with your final assessment.				
First Reviewed by MEd Module Leader	Fellow (D2)			
	D2.1	Met (✓)		Not Met (✓)
	D2.2	Met (✓)		Not Met (✓)
	D2.3	Met (✓)		Not Met (✓)
Justification: use this space to include any strengths or areas for development. When referring to dimensions of the PSF that were not met, be specific about which statements.				
Signature and date				
Second Reviewed by Programme Leader or designate comments	Fellow (D2)			
	D2.1	Met (✓)		Not Met (✓)
	D2.2	Met (✓)		Not Met (✓)
	D2.3	Met (✓)		Not Met (✓)
Justification: use this space to include any strengths or areas for development. When referring to dimensions of the PSF that were not met, be specific about which statements.				
Signature and date				
Third Reviewed by MEd Module Leader (in instances when a consensus was not met by the first and second reviewer0.)	Fellow (D2)			
	D2.1	Met (✓)		Not Met (✓)
	D2.2	Met (✓)		Not Met (✓)
	D2.3	Met (✓)		Not Met (✓)



Justification: use this space to include any strengths or areas for development. When referring to dimensions of the PSF that were not met, be specific about which statements.	
Signature and date	
Moderated by External Examiner (sample) comments	
Signature and date	



Appendix VI. Mapping the PSF, Professional Standards for Lecturers in Scotland's Colleges and the UHI Learning and Teaching Enhancement Strategy Values and Enabling Practices

Mapping the alignment between the Advance HE PSF 2023 and GTCS Professional Standards for Lecturers in Scotland's Colleges

Alexandra Walker, Head of Academic Practice Development University of the Highlands and Islands

Version 1 (26.06.24)

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This document presents an interpretation of the alignment between Advance HE's Professional Standards Framework (PSF) for teaching and supporting learning in higher education 2023 and the GTCS (General Teaching Council for Scotland) Professional Standards for Lecturers in Scotland's Colleges. This was created to support colleagues in the tertiary institution of the University of the Highlands and Islands (UHI) to critically reflect on how their practice aligns to both the PSF 2023 and GTCS in relation to their professional development, and in potentially seeking both Advance HE Fellowship and registration with the GTCS. The wider context and rationale for undertaking this exercise is provided in the accompanying post titled [Professional Identity: Standards and recognitions in the changing landscape of tertiary education: re-imagining GTCS and Advance HE Fellowships.](#)

To facilitate alignment exercise, and the resulting mapping, then instead of maintaining the 'Professional Values', 'Areas of Activity' and 'Core Knowledge' of the PSF 2023 and the 'Professional Values', 'Professional Knowledge and Understanding' and 'Professional Practice' of the Professional Standards for Lecturers in Scotland's Colleges, the various standards and dimensions in the respective frameworks were instead grouped on the basis of where there was a strong comparability or synergy, and then put under new themes that it was felt captured those alignments as follows:

- Equality, diversity, and inclusivity

- Guidance and support
- Evidence informed approaches
- Wider influence and contexts
- Collaboration
- Critical evaluation and reflection
- Quality enhancement and assurance
- Digital technologies and resources
- Design, planning and delivery
- Professional development and scholarship

The values within UHI’s Learning and Teaching Enhancement Strategy 2022/23 – 2026/27 were then also aligned to the above themes.

Advance HE Professional Standards Framework (PSF 2023)		General Teaching Council for Scotland (GTCS): Professional Standards for Lecturers in Scotland’s Colleges	
Equality, diversity, and inclusivity			
UHI Learning and Teaching Values: Supporting the learner as an individual; Supporting flexible and student-centred learning; Celebrating diversity through learning and teaching			
V1	respect individual learners and diverse groups of learners	2.2.6	Understands how to meet the diverse needs of students.
		1.1.4	Commits to equality and diversity, and promotes inclusiveness, trust and fairness.
		1.2.3	Promotes, enables and empowers students to engage and achieve in learning in order to maximise their potential.
V2	promote engagement in learning and equity of opportunity for all to reach their potential	1.1.3	Develops learning relationships based on mutual respect and integrity.
		3.2.1	Purposefully builds constructive and respectful learning relationships with students and partners.

		3.2.3	Applies a range of inclusive practices to promote and support engagement with students and partners.
Guidance and support			
UHI Learning and Teaching Values: Supporting the learner as an individual			
A4	support and guide learners	1.2.4	Supports and encourages students to take personal responsibility for leading their own learning.
		2.4.3	Understands how and when to signpost students at key points in learning to appropriate and impartial advice, support, and guidance.
		2.4.2	Understands how to support a student to take the next steps in their learning journey.
		1.1.5	Commits to the safety and wellbeing of all students.
		3.2.5	Applies a critical understanding of the nature, purposes, principles and stages of guidance.
Evidence informed approaches			
UHI Learning and Teaching Enhancement Strategy Enabling Practices: Research and evidence-based educational practice			
V3	use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice	2.2.2	Understands the rationale for, and how to design, plan, develop, deliver the curriculum effectively and efficiently as an individual and in collaboration with others.
		2.2.3	Understands the rationale for and how to design, plan, develop and deliver appropriate assessment and feedback approaches.
		3.1.3	Continuously and actively engages with up-to-date research and developments in learning, teaching and assessment to inform practice.
K1	how learners learn, generally and within specific subjects	2.2.1	Engages with current theories of learning, teaching and assessment and how these are applied to specific subject or curricular areas for student learning.
		2.2.10	Understands how to interpret and share data to inform learning, teaching and assessment.

		1.3.4	Embraces change and emerging practices and developments.
Wider influence and contexts			
UHI Learning and Teaching Enhancement Strategy Values: Learning for personal growth and employment			
V4	respond to the wider context in which higher education operates, recognising implications for practice	1.1.1	Understands student needs, the context in which they are living and studying, and the impact of these on learning.
		2.1.3	Understands regional, community and college strategic priorities and operational plans and can link these to college context.
		2.1.2	Understands the political, social and economic profile of their communities and the potential impact of these on education and employment.
		1.2.5	Embraces and embeds sustainability in learning and teaching.
		2.1.1	Understands the breadth of political, social and economic drivers influencing educational policy and strategy.
		2.1.4	Adheres to all current and applicable legislation and statutory duties.
		2.2.4	Understands the nature of student engagement strategies and how these contribute to the development of effective and positive learning relationships.
		3.3.4	Creatively engages students and motivates them to gain and continue to develop the essential skills required for learning, life and work.
Collaboration			
UHI Learning and Teaching Enhancement Strategy Values: Connecting learning across communities			
V5	collaborate with others to enhance practice	3.3.2	Works in partnership with colleagues, students and partners including employers, to design and create innovative learning and teaching activities and environments.
		3.1.4	Engages in collaborative professional enquiry to develop knowledge and practice to enhance the student experience and outcomes.

		3.2.6	Collaborates and works in partnership with others to ensure that all guidance, advice and support sustains learning and maintains the positive health and wellbeing and safety of all students.
		1.2.1	Promotes collaborative and collective leadership of learning.
		3.5.4	Facilitates and engages in the use of local and global digital learning communities to enhance opportunities for collaborative practice.
		2.2.12	Understands how to collaborate effectively with internal and external partners to enhance inclusive learning, support student choice, positive health and wellbeing and essential skills.
		2.2.5	Understands how to encourage students to work in partnership and collaborate in their own learning and the enhancement/development of learning.
		1.3.2	Collaborates with students, colleagues and external partners, including employers, to deliver excellence in learning.
		3.3.3	Collaborates with and empowers students to co-design their learning.
		1.1.2	Values the contribution students as learning partners can make individually and through systems of representation to the delivery and enhancement of the learning experience.
		1.2.2	Creates innovative learning opportunities for students through active enquiry.
Critical evaluation and reflection			
UHI Learning and Teaching Enhancement Strategy Enabling Practices: Engaging in reflective practice for continuous enhancement			
K3	critical evaluation as a basis for effective practice	2.5.3	Understands how to reflect critically on their own learning, and the application of this knowledge to student learning and experiences.
		2.2.11	Continuously evaluates the curriculum with others, to ensure it meets the needs of students, industry stakeholders and national priorities.
		1.3.1	Reflects critically on, and evaluates professional values, practice and contribution to student success.

		3.5.1	Uses critical reflection to manage self, relationships and work demands to promote personal, emotional and physical wellbeing.
		3.1.2	Reflects critically on own practice and engages in professional dialogue with others.
		3.2.4	Actively nurtures, encourages and responds to the student's views and opinions individually and through systems of representation.
		2.2.8	Understands how to evaluate critically the breadth of resources in the delivery and assessment of the curriculum to meet student needs.
Quality enhancement and assurance			
UHI Learning and Teaching Enhancement Strategy Enabling Practices: Embedding professional standards in learning and teaching			
K5	requirements for quality assurance and enhancement, and their implications for practice	1.3.5	Promotes and supports a culture of quality improvement.
		3.5.2	Develops the skills and attributes of critical reflection and collaborative practice and uses them to enhance the quality of the learning experience.
		2.5.1	Understands the purpose and impact of self-evaluation as part of quality processes.
		2.5.2	Understands applicable internal and external quality assurance and quality improvement systems along with processes and how these apply to different contexts.
		2.5.4	Understands their responsibility for the quality of learning, teaching, assessment, and attainment within a local and national context.
		2.5.5	Understands how to analyse and engage with qualitative and quantitative information and data to support professional dialogue and improvements to learning, teaching, assessment and support.
		2.5.6	Understands and recognises the importance of students as partners in the continuous improvement process.
		2.5.7	Understands and recognises the contribution of partners, including employers, in the continuous improvement process.
Digital technologies and resources			

UHI Learning and Teaching Enhancement Strategy Values: Enriching learning through digital practices			
K4	appropriate use of digital and/or other technologies, and resources for learning	3.4.2	Engages with, and evaluates critically, the use of technologies and their impact on meeting student needs, and supporting learning, teaching and assessment.
		2.2.9	Understands how to embed a range of digital technologies to enhance learning and teaching and assessment.
		2.3.1	Understands and evaluates critically the use of technologies in optimising students' ability to learn and their relevance to the world of work.
		3.4.3	Promotes and facilitates wider access to learning and teaching and assessment through the effective application of digital technologies.
		2.3.4	Understands the safe use of technology and the necessity for cyber resilience and security.
		2.3.2	Understands how to keep up to date with emerging industry / subject technological advances.
		3.4.1	Promotes and supports the safe and respectful use of digital technologies and the impact on others.
		3.1.5	Engages with technology and digital literacies to enhance opportunities for collaborative practice and professional learning.
		3.3.5	Adopts creative approaches to the embedding of appropriate digital technologies for effective planning, delivery and assessment of learning.
		2.3.3	Understands how to embed appropriate digital technology.
Design, planning and delivery			
UHI Learning and Teaching Enhancement Strategy Values: Authentic assessment and meaningful feedback; Engaging students in reflection and research; Integrated and sustainable learning and teaching; Harnessing open education approaches			
A2	teach and/or support learning through appropriate approaches and environments	2.2.7	Understands the strategies required to support learning in a range of learning environments.
A1	design and plan learning activities and/or programmes	3.3.1	Designs, delivers and evaluates a demand-led curriculum which prepares the students for a dynamic labour market.

A3	assess and give feedback for learning	2.3.5	Understands the nature and agenda for sustainability, and works in partnership to ensure the most effective, efficient and inclusive development and use of learning resources.
K2	approaches to teaching and/or supporting learning, appropriate for subjects and level of study	3.2.2	Plans, develops and uses a range of learning, teaching and assessment strategies to meet the different needs and learning preferences of students.
		2.4.1	Understands the ethos and aims of the Scottish Credit and Qualifications Framework (SCQF), the range of Scottish and other qualifications and how the different types of qualifications relate to each other.
Professional development and scholarship			
UHI Learning and Teaching Enhancement Strategy Enabling Practices: Active and collaborative professional development			
A5	enhance practice through own continuing professional development	1.3.3	Participates actively in continuous career long development of professional knowledge, understanding and practice.
		3.1.1	Uses the Professional Standards to inform practice and ongoing professional learning and development.
		3.5.3	Proactively engages in professional dialogue with colleagues and peers to share learning and innovative practice.



Appendix VII. Mapping the PSF, Professional Standards for Lecturers in Scotland's Colleges and the UHI Learning and Teaching Enhancement Strategy Values and Enabling Practices

Privacy notice

This privacy notice applies to data collected concerning the ALPINE (Accredited Learning, Professional developing and Innovation in Education) Framework coordinated through the Learning and Teaching Academy, University of the Highlands and Islands. Please read the following statement carefully.

Data controller

The data controller for the scheme is Alex Walker, ALPINE Scheme Lead (alex.walker@uhi.ac.uk) - University of the Highlands and Islands An Lòchran, Inverness Campus, Inverness IV2 5NA.

Contact for queries or concerns

For any queries or concerns about how your personal data is being processed, you can contact the relevant Data Protection Officer at dataprotectionofficer@uhi.ac.uk

This privacy statement relates to the following processes

This privacy notice applies to the data collected and stored in SharePoint, Jisc Online Surveys (OS), Advance HE Database for Fellowship Recognitions, Brightspace and SUMAC mentor matching system. Brightspace GDPR policy can be [viewed here](#).

Advance HE database GDPR policy can be [viewed here](#)

A separate privacy statement for Jisc Online Surveys (OS) can be [viewed here](#).

A separate privacy statement for SUMAC for the University Mentoring Scheme can be [viewed here](#).

The legal reason for using the data

The justification for using the data is that it is necessary for the management of ALPINE (registering participants, sending joining instructions and information for workshops and submission of application), evaluation and enhancement of ALPINE.

Data is also added to an LTA mailing list, for future dissemination of upcoming LTA events, through outlook email. There is the option to opt out of these additional communications.

The legal reason for using your data is that you have given consent for the use as you have a genuine choice to participate in ALPINE.

Your information will be used for the following purposes



We use your personal data (name, email and fellowship category) so that we can send you information on news and events for ALPINE, the LTA and for Advance HE. The data is kept securely and is only accessible to LTA staff. We keep your details until you either request not to be included in such correspondence or until you leave the university. After being awarded Fellowship your details and fellowship status are added to the Advance HE data base so that you can receive the membership benefits and so that Advance HE can keep their records of Fellowships awarded across the sector.

Advance HE require that we hold ALPINE applications and associated ALPINE Recognition Panel documents for three years from the date of the panel, in line with the Advance HE data retention period for Fellowships. Applications are submitted into Brightspace. The LTA also hold a record of all Advance HE Fellowships through ALPINE in SharePoint that does not have a retention period so that the LTA can report numbers of Fellowships and progression of colleagues through fellowship categories.

Data gathered through SUMAC will be held for the duration of the application process. The match will then be terminated in the SUMAC system by the ALPINE coordinator. Data remains in SUMAC for future mentoring matches, if an individual would like all data removed then they must request this by emailing mentoring@uhi.ac.uk so that this request can be made to the SUMAC team.

The data gathered may be included in internal reports. Comments provided through surveys may be used to illustrate findings within reports. Where the content of these quotes makes it possible to identify you, these quotes will be redacted appropriately to ensure that no such identification can occur. No sensitive personal data is collected, and the research outputs will not contain any personal data.

Who can access this data

Data collected internally can **only** be accessed by the University's Learning and Teaching Academy team. Data collected from Advance HE when fellowship is awarded is accessible by Advance HE. Please contact the the Advance HE accreditation team on accreditation@advance-he.ac.uk or the Advance HE Data Protection Officer on data.protection@advance-he.ac.uk for any concerns surrounding data protection.

How your data may be shared



Data will be shared with the University's Learning and Teaching Academy team. Once yearly the LTA will report Fellowships for that Academic Year to Advance HE, this does not include personal data (email, name).

Opportunity to withdraw your data

You can ask for your data to be removed from Brightspace, SharePoint and SUMAC at any point. You can request your data be removed from Advance HE database by contacting Advance HE directly.

Further / future use of your data

Anonymised datasets produced in relation to the LTA events will be used to ensure the effective management of the event programme. The dataset does not contain your name nor attributes responses to individuals. Subsets and selected findings from the dataset (including anonymised quotes) may be used in internal reports for circulation within the university and potentially for external, peer-reviewed publications.

Data retention

Data is held in line with our university retention and disposal policy or Advance HE retention policy. Data for ALPINE summaries and analyses of responses of surveys will be held for 5 years following the completion of the survey, synchronous online focus group and follow-up interviews. The retention period does not apply to any materials published as a result of this project.

Data held in the LTA mailing list (email, name) will be held for the duration of the time of employment at the university, or until the individual requests to be removed from the mailing list.

Data from ALPINE recognition panels (collation of reviews, notes from panels and panel feedback) will be held for 3 years from the date of the panel.

Rights of data subjects

The following rights are the rights of data subjects:

- The right to access your personal data
- The right to rectification if the personal data we hold about you is incorrect
- The right to restrict processing of your personal data
- The following rights apply only in certain circumstances:
- The right to withdraw consent at any time if consent is our lawful basis for processing your data
 - The right to object to our processing of your personal data
 - The right to request erasure (deletion) of your personal data
 - The right to data portability



Complaint with the Information Commissioner's Office

You also have the right to lodge a complaint with the Information Commissioner's Office about our handling of your data. The Information Commissioner's Office is UK's independent authority set up to uphold information rights in the public interest. Their website is www.ico.org.uk.