

Graduate Teaching Associates: Program Handbook



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What is the Graduate Teaching Associates (GTA) Program?

The Graduate Teaching Associates (GTA) Program is designed to foster the next generation of great teachers. If you have a desire to teach in Higher Education and wish to get accreditation as an HEA Associate Fellow, then this program is for you.

What will I learn?

You will learn how to:

- develop a teaching philosophy;
- plan a lesson;
- motivate and engage with students;
- manage group dynamics;
- give and receive feedback; and
- assess, mark and provide feedback.

You will learn about:

- face-to-face teaching and active teaching strategies;
- e-learning and technological aids;
- case-based and problem-based learning;
- UQ teaching and learning policies; and
- Professional standards for university educators: the [Professional Standards Framework](#) (PSF2023).

How will the program improve my teaching practice?

You will have the opportunity to:

- engage in peer review and educational evaluation;
- engage with theoretical knowledge and educational research in order to develop an understanding of why particular teaching practices lead to enhanced student learning;
- observe experienced teachers (one in your discipline area and another in a different discipline to your own) and reflect on their teaching activities with a view to implementing strategies in your own teaching;
- design practical lesson plans, resources and teaching activities which you will prototype and practice;
- receive formative feedback from peers and mentors;
- implement teaching practices you have refined on the basis of feedback gathered;
- identify your particular professional learning needs and strategies to address these;
- gather evidence of what worked and what could be enhanced in future; and
- reflect on your practice, identifying strengths and areas for future development activities.

What am I expected to do?

Participants must commit to spend between **two and six hours** a week engaging in components of the program. Program participants are expected to:

- attend all of the scheduled face-to-face/online Zoom sessions facilitated by the teaching team;
- complete all of the learning activities and assessment items of the program including readings, quizzes, discussions, implementation and reflection activities;
- complete all peer moderations;
- engage with the recommended readings;
- participate in teaching and learning professional development activities; and

- develop the final portfolio for assessment.

Participation in all learning activities, including submission of assessment by the set deadline, and development of the required portfolio is necessary to graduate and receive recognition as a Higher Education Academy (HEA) Associate Fellow.

If you will be unable participate in workshops or complete activities in the series for a planned and expected reason, we would encourage you to complete the program at another time. We do acknowledge that sickness and unexpected absences occur. In such instances, please contact the GTA Program Facilitator to discuss.

Please note, each participant can apply for a maximum of two (2) extensions for learning activities throughout the GTA Program.

Who will support me?

The GTA Program is supported by the following roles:

- **Program Facilitator:** leads the program's delivery each semester, provides support to you and the teaching team, and monitors participation and progress in the formative assessment tasks and activities.
- **GTA Teaching Team:** members of ITaLI staff and experienced teaching academics who lead the face-to-face workshops.
- **Mentors:** Faculty-based HEA Fellows who work with you to help you critically review and evaluate your learning and teaching practice against the standards and criteria for professional recognition and help you select relevant examples of evidence for your application.

How much does it cost?

There is no cost to participate in the GTA program.

Eligibility

The program targets those with a desire to teach in Higher Education. Each offering is capped at 50 participants per semester.

Who is it for?

Participants should meet the following eligibility criteria:

- Be a university graduate with a minimum of a Bachelor degree or a Bachelor (Hons);
- Have a teaching position confirmed with approximately 20 contact hours across the course of the whole semester;
- Have obtained signed consent from a course coordinator of a course in which you teach that will allow you to meet the learning and teaching objectives of the GTA program;
- Have completed a minimum of 20 hours teaching practice at the University of Queensland or elsewhere;
- Have approached an academic with teaching and learning responsibilities who could be your mentor;
- Have the time to complete the program ~ 2 – 6 hours per week (e.g., no long overseas absences; not in the final stages of thesis write-up, in case of PhD students); and
- Can attend all workshops and participate in all the learning activities outlined in the program timetable.

Please note that contact hours refer to either in-class, clinic, or online teaching and engagement with students. Please be aware that if you do not meet all these criteria, your application may not be approved. If you have any questions regarding your suitability, please contact professional.learning@uq.edu.au to discuss your options.

Benefits of the GTA Program

Why should I engage with the GTA program?

The GTA program helps you kick off your career in teaching at University level. It allows you to develop skills and knowledge in how to **teach and support your students' learning** and to **develop effective learning environments and approaches to student support and guidance**.

You will:

- engage with relevant scholarship and research in higher education;
- be supported in articulating a teaching philosophy;
- develop strong peer networks;
- network with UQ academics who will act as your mentors and referees; and
- develop knowledge and skills to advance in your future teaching careers.

As a result of participating in the GTA program, you will develop a strong evidence-base to support your future career aspirations such as a peer review report, samples of student evaluation, a teaching reference and a portfolio of lesson plans, innovative teaching practices and learning resources. You will develop a body of evidence that you will curate into a portfolio of evidence for final assessment you can use to gain recognition of your development of teaching expertise. You will:

- develop a portfolio to evidence your teaching experience that includes:
 - a peer observation report;
 - a statement of support (or teaching reference) from a mentor;
 - a philosophy of teaching;
 - examples of teaching plans and learning resources; and
 - student evaluation.
- be recognised as an Associate Fellow of the HEA and entitled to use the post nominals AFHEA.

What is an Associate Fellowship of the Higher Education Academy?

The HEA Fellowship Scheme is a professional recognition scheme for university educators. HEA Fellowship is viewed as credible because it is explicit, transparent, and externally benchmarked. It is a portable asset increasingly recognised by higher education institutions internationally. You can learn more about the HEA Fellowship scheme at: www.heacademy.ac.uk

The GTA Program is UQ's development pathway to achieving AFHEA credentials. The GTA Program is designed for those with some teaching expertise but who may need support to further develop their skillsets. As a developmental pathway, the program provides explicit opportunities for participants to make clear associations between the program, their practice and Associate Fellowship. While linked with the HEA@UQ Program, the GTA differs. It develops a teaching toolkit—ideas, strategies and theories—that will help you to become a better teacher, and then provides you with an opportunity to reflect on your learnings. The HEA@UQ accredited program is geared primarily toward that reflective piece rather than the specific development of teaching practice for higher education.

Being an Associate Fellow of the HEA provides public international recognition of a commitment to professionalism in teaching and learning in higher education. Fellows of the Academy are entitled to use

post-nominal letters denoting their Fellow level and status. GTA graduates are able to use the post nominal AFHEA on successful completion of assessment requirements. The HEA Fellowship Scheme allows teachers in Higher Education to have their teaching expertise subjected to peer review and assessed against a set of standards called the Professional Standards Framework.

What is the Professional Standards Framework?

The Professional Standards Framework (PSF) outlines what teachers and supporters of learning in higher education need to **know (Core Knowledge)**, what they need to be able to **do (Areas of Activity)** and the **values (Professional Values)** that underpin teaching and learning in a higher education context.

Revised in 2023, the PSF has two components:

1. Descriptors

A set of statement outlining the key characteristics of someone evidencing four broad categories of typical teaching and learning support roles within higher education.

2. Dimensions

A set of statements, illustrated in Figure 1, framed around:

- A series of higher education teaching and learning **Areas of Activity**
- An expectation of **Core Knowledge** that teachers have about the practice of those activities; and
- A series of **Professional Values** that frame practice.

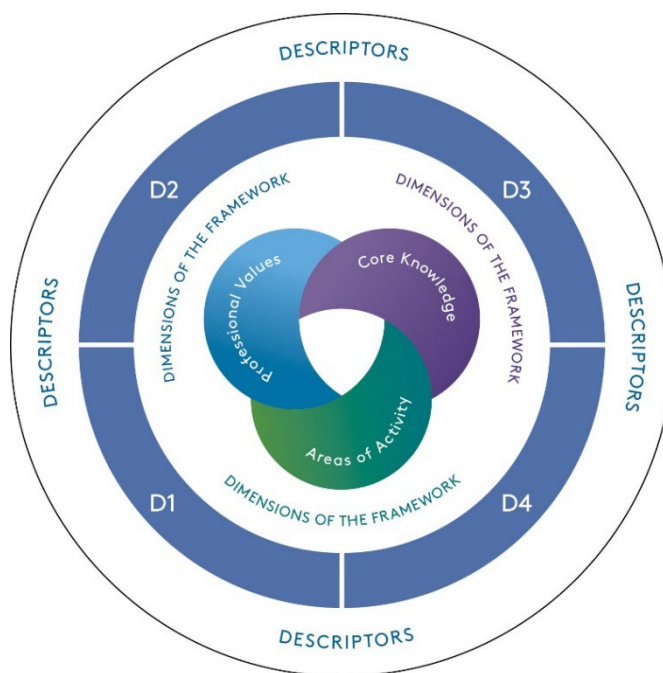


Figure 1. The Professional Standards Framework 2023

The Dimensions are outlined below:

Professional Values

- V1 respect individual learners and diverse groups of learners
- V2 promote engagement in learning and equity of opportunity for all to reach their potential
- V3 use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice
- V4 respond to the wider context in which higher education operates, recognising implications for practice
- V5 collaborate with others to enhance practice

Core Knowledge

- K1 how learners learn, generally and within specific subjects
- K2 approaches to teaching and/or supporting learning, appropriate for subjects and level of study
- K3 critical evaluation as a basis for effective practice
- K4 appropriate use of digital and/or other technologies and resources for learning
- K5 requirements for quality assurance and enhancement, and their implications for practice

Areas of Activity

- 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.

The Professional Standards Framework:

- Supports the initial and continuing professional development of staff engaged in teaching and supporting learning.
- Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings.
- Demonstrates to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning.
- Acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin student learning.
- Facilitates individuals and institutions in gaining formal recognition for quality-enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities.

The GTA Program has been designed to help participants meet the requirements of Associate Fellow of the HEA (also known as Descriptor 1 (D1) in the PSF).

How does the GTA program meet requirements for Associate Fellow?

By the end of the GTA program and on successful completion of the final portfolio, you will be able to demonstrate an understanding of specific aspects of effective teaching, learning support methods and student learning, you should be able to provide evidence of:

I.	Use of appropriate Professional Values including	
	V1	Respect individual learners and diverse groups of learners
	V3	Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice
II.	Application of appropriate Core Knowledge, including at least K1, K2 and K3	
	K1	How learners learn, generally and within specific subjects
	K2	Approaches to teaching and/or supporting learning, appropriate for subjects and level of study
	K3	Critical evaluation as a basis for effective practice
III.	Effective and Inclusive Practice IN AT LEAST TWO of the five areas of activity, in particular	
	A1	Design and plan learning activities and/or programs
	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 development

How to Enrol

Visit the [GTA Program Website](#) to submit an Expression of Interest.

Prospective applicants will be screened to ensure that they meet all eligibility criteria by an administrator. The Program Facilitator will select participants to ensure that each cohort is as representative of UQ's faculty and disciplinary spread as possible.

All applicants will be informed of the outcome of their application within two weeks of the date EOIs close.

A note for Applicants working in the Gross Anatomy Facility (GAF)

GTA program participants tutoring anatomy in the GAF are required to be supported by a School of Biomedical Sciences anatomy academic as their Course Coordinator and must obtain Anatomy Teaching and Research Management Committee RA2 approval for the work (including Scholarship of Teaching and Learning (SoTL) research and GTA peer reviews).

If you are planning on making peer observations in the GAF, you must:

3. Submit and hold RA2 approval.
4. Ensure your GTA Mentor or Course Coordinator is an *anatomy staff member* with current GAF access rights.
5. Ensure your peer observer is an authorized person to be present in the GAF & holds current and fully completed GAF induction training. Non-authorized persons are not permitted in the GAF.
6. Ensure GAF activities and procedures are not posted or discussed online in any format.
7. Ensure your GTA reports maintain donor confidentiality and do not include sensitive information relating to anatomical specimens.
8. If you plan on publishing your GTA work, you must submit your application as a fully-fledged research project (includes the additional requirement of obtaining ethical approval from the Research Ethics Office). *Please note that the GTA program requirements do not require you to formally publish any aspect of your engagement with the program's activities.*

The required RA2 form is available via the SBMS website: <https://biomedical-sciences.uq.edu.au/facilities/gross-anatomy-facility/gross-anatomy-facility-surgical-training-development-or-research-bookings> and should be submitted in its completed state to the GAF Manager (w.fisk@uq.edu.au) to be considered at the next ATARM meeting.

Program Structure

The GTA program is a blended learning program that combines face-to-face workshops, online modules and learning activities to achieve the learning objectives outlined below.

Learning Objectives

1. Develop a critical understanding of the principles of effective teaching, learning, and assessment in higher education in a disciplinary context.
2. Develop critical self-reflection that relates one's teaching practice to educational theory and research and institutional policy.
3. Explore ideas about learning and teaching.
4. Enhance and evaluate teaching practice.
5. Develop the knowledge, skills and values required of a teacher working in the contemporary university.
6. Develop a teaching and learning network of key staff and peers

Learning Activities

Modules

There are 6 workshops (conducted on campus or on Zoom) that are between 2 and 3 hours in duration and three self-directed online modules supported by a range of materials on Blackboard. These workshop sessions are designed to include an element of active participation, which requires your presence during the session. These sessions will be led by the GTA Teaching Team, members of ITaLI staff and experienced teaching academics.

Feedback

Each of the workshop has one or more associated formative assessment tasks. Feedback will be provided on all submissions that are submitted on time. Feedback will be provided by peers and by the teaching team.

Mentors

GTA participants are also required to identify an HEA Fellow from within their school or discipline area who is prepared to mentor them throughout the program. A list of HEA Fellows is available [here](#). Many GTA participants ask the course coordinator for whom they are tutoring to take on this role, but you are encouraged to look more widely for a suitable mentor, particularly if your course coordinator is not an HEA Fellow.

A handbook has been developed to provide guidance for mentors: "[Information for GTA Mentors](#)". You will need to provide your mentor with a copy of this handbook, which outlines the parameters of the Mentoring relationship.

Observation of teaching

As a GTA participant, you are able to access the UQ Open Course Scheme (see <https://itali.uq.edu.au/content/about-open-course-scheme>). This scheme provides you with an opportunity to observe some of UQ's top teachers in action. You will be required to write a report on your observations, reflecting on how you might adopt or adapt some of the teaching practices into your own teaching – or consider why you might choose not to!

Please note that this list is not exhaustive. You can reach out to a HEA Fellow, colleague or teacher at the University that you admire and ask to observe them in their classrooms.

Peer observation

As part of the GTA program, you will receive guidance on how to conduct a peer observation and peer review of teaching. You will get the opportunity to observe your peer– and receive a peer observation on your own implementation.

Participation in the University Staff Development program

GTA participants are encouraged to engage with the professional learning program. This list also maps the predominant dimension of the PSF that the activity aims develop. Further details and registration advice is available either at <https://itali.uq.edu.au/content/events> (for events and Communities of Practice) or <http://www.uq.edu.au/staffdevelopment/> (for workshops).

Program Outline

The weekly program is outlined in Table 1. The program is delivered twice a year (once per semester). The program runs across each semester, respectively between March and June (Semester 1), and between July and December (Semester 2).

The weeks outlined in Table 1 are subject to the scheduling requirements of presenters and may change.

Table 1. Program Outline

Dates	Modules	Workshops	Activities	
Program Weeks 1 – 5	Plan	Workshop 1: Fundamentals (3 hours)	Feedback Literacy Reflection	
			Teaching Observation 1	
		Workshop 2: Career Development & Teaching Philosophy (2 hours)	Teaching Context and Philosophy	
		Workshop 3: Lesson Plan (2 hours)	Lesson Activity	Peer Observation
Program Weeks 6 -10	Implement	Workshop 4: Blended Learning (2 hours)	Teaching Observation 2	
			Developing a learning resource	
		Workshop 5: Assessment (2 hours)	Assessment Review	
			Reflect on success of teaching practice	
Program Week 11	Write	Workshop 6: Writing your Portfolio	Complete your final application (Deadlines advised by the teaching team)	
HEA Application Deadline				

Assessment

How will I be assessed?

Formative assessment

You will be required to submit a suite of tasks throughout the program. Table 2 provides a brief description of possible formative assessment tasks (i.e., learning activities). Full details for each activity will be available on Blackboard.

These tasks are designed to help you build elements of your final application and are specifically designed to help you meet the requirements for recognition as Associate Fellow of the HEA. It is expected that you will respond to the feedback provided to you and further refine your assessment task. These items will then be further refined and drawn into your final application for Associate Fellowship.

Table 2: Formative assessment tasks in the GTA program

Activity		Assessment Description
i)	Feedback Literacy Reflection	Reflect on how feedback literacy can be implemented effectively in the GTA Program and teaching practice.
ii)	Teaching Observation 1	Conduct and reflect on a teaching observation in GTA's School or Faculty.
iii)	Teaching Context and Philosophy	Write a teaching context and philosophy statement.
iv)	Lesson Plan Activity	Develop a lesson plan outline for one of the GTA's tutorials and reflect on the design techniques adopted.
v)	Conduct Peer Observation	Observe a GTA peer and obtain a corresponding observation from your peer.
vi)	Develop a Learning Resource	Develop a learning resource that would complement a lesson in the course being tutored.
vii)	Teaching Observation 2	Conduct and reflect on a teaching observation of one lecturer from Open Course Scheme.
viii)	Assessment review Activity	Identify an assessment task, which is considered poorly aligned to the Learning Objectives of your course and modify it accordingly.
ix)	Reflection on Success of Teaching Practice	Implement the lesson plan or learning resource you developed.. Gather student feedback and reflect on the implementation of the resource developed. You have the option to seek mentorship feedback and engage with higher education research.
HEA Application		See below for details

Participants are expected to comment on their peers' submissions.

Please note, each participant can apply for a maximum of two (2) extensions for learning activities throughout the GTA Program.

The learning activities above are mapped back to the learning objectives and dimensions of the Professional Standards Framework 2023 as follows:

Learning Activities	Learning Objectives	HEA PSF's
Feedback Literacy Reflection	LO1, LO2, LO3, LO4, LO5, LO6	A2, A3, K1, K2, V1, V2, V3, V4
Teaching Context and Philosophy	LO2, LO3	A4, K1, K2, V4
Teaching Observation	LO1, LO3, LO5, LO6	A2, K1, K2, K3, K5
Lesson Plan	LO1, LO2, LO3, LO4, LO5	A1, A2, A4, K1, K2, K4, V1, V2
Peer Observation	LO1, LO2, LO3, LO4, LO5, LO6	A1, A2, A5, K3, K5, V3, V5
Developing a Learning Resource	LO1, LO3, LO5	A1, A2, A4, K1, K2, K3, K4, K5, V1, V3
Assessment Review	LO1, LO5	A3, V3, K1, V4
Reflection on Success of Teaching Practice	LO1, LO2, LO3, LO4, LO5	A1, A2, A4, K1, K2, K3, K4, K5, V2, V3, V4

HEA Associate Fellow Application

Eligibility to Submit

At the conclusion of the workshop series, you will be invited to apply for Associate Fellowship status with the Higher Education Academy, if you meet the following criteria:

1. You have submitted all of the learning activities
2. You have provided feedback to at least 2 peers per activity
3. You have completed the two online learning modules

All activities are required to be completed by the due date. Any requests for extensions must be made using the appropriate form, which is available on Blackboard. **Please note only two extension requests will be considered for each participant.**

You will not receive a formal mark for your submissions. Your peers and the teaching staff will review your submission and provide feedback.

Completion of the course requirements will result in an invitation to apply for HEA Associate Fellow within 12 months of your completion of the program. You will be enrolled into the HEA@UQ Program, which will provide you with access to a series of materials that will support you to complete your application.

To gain HEA Associate Fellowship, your application must demonstrate that you:

- have a successful track record of effectiveness in relation to the teaching and supporting learning aspects of your role; and
- are able to critically reflect on your practice.

What if I don't want to submit an AFHEA Application?

If you do not wish to apply for Associate Fellowship Higher Education Academy at the conclusion of the program, you may instead request a certificate of completion.

This is available only to those participants who have met the program requirements outlined in this section and have been invited to submit an AFHEA application.

What if I'm not invited to submit an AFHEA Application?

If you are not invited to submit a portfolio because you have not met the requirements stipulated above, you may choose to consider applying via the HEA@UQ program. You will be required to complete the EOI process.

More information about the HEA@UQ accredited programs can be found on the ITaLI website.

Application Components

You must complete the Associate Fellow Higher Education Academy (AFHEA) Application Template. Elements such as the teaching philosophy can also be incorporated into the teaching component of [Form A of the UQ Academic Portfolio](#), the tool that UQ academics use to evidence their practice. The template also requires you to agree to adhere to the [HEA Code of Conduct for Fellows](#).

The application is a 1500-word reflective account and should include the following:

- an outline of your teaching context (200 words);
- your Teaching Philosophy (300 words)
- an account of Professional Practice in two areas of activity. There are five from which you can select (these are detailed in the application form) (500 words each Area of Activity).

Your portfolio should highlight and signpost references to the PSF dimensions. For example, where you are indicating that you drew on your knowledge of how students learn, indicate this by following the text with (K1) to reference the relevant Core Knowledge dimension.

Note that your bibliography, reference list or list of works cited is not included in the total word count. In text references and citations are included in the total word count. If your application is significantly overlength, it will be returned to you for revision before it will be reviewed.

Refer to Appendix A for an application checklist and the application template. You will be able to access an editable version of the application template from the GTA Blackboard site once enrolled.

Authentication of Practice Reports

Applications for Associate Fellow need to be verified by a single Statement of Support. Applications for Fellow need to be verified by two Statements of Support.

The Statement of Support should be provided by your nominated discipline or school-based mentor. The mentors' handbook will assist them in developing the statement of support.

How do I submit my final application?

The Associate Fellowship Application is to be submitted online, using the link provided to you.

Be aware that the [UQ Staff Code of Conduct policy](#) applies to all submissions. All GTA participants are required to complete the . You may also wish to review the academic integrity webpage if you are unfamiliar with policies relating to academic misconduct.

If academic misconduct is detected, the application will be forwarded to your School or Faculty and the University for action. Be aware that UQ takes incidents of academic misconduct by UQ employees very seriously.

Note that your assignment will be held on record for a period of three years to facilitate sampling for internal and external review/moderation and for record keeping. The archiving of your personal data adheres to the University's privacy policy <https://ppl.app.uq.edu.au/content/1.60.02-privacy-management> and record keeping policy <https://ppl.app.uq.edu.au/content/1.60.10-record-keeping>. Contact the HEA administrator or Program Coordinator via professional.learning@uq.edu.au should you wish to access copies of your portfolio during the archive period.

What assessment processes and criteria will be used?

Your final submission will be evaluated by an HEA@UQ Review Panel. A number of panels will meet to review the applications during the designated assessment periods in each year. Each panel will review a maximum of 10 applications.

Panels assessing AFHEA will consist of two trained and experienced internal reviewers with FHEA, SFHEA or PFHEA credentials. Their decision-making will be moderated by the external who will review 10% or a minimum of 6 submissions per category.

The assessment process is similar to the peer review process typically associated with submitting an article to a journal; if your application does not evidence the requirements of the Descriptor (D1; Associate Fellow), you will be given guidance by your peers on how to successfully evidence those requirements and submit your application for reconsideration. The panel will make detailed comments on your application against the PSF, and feedback will be provided to you in accordance with feedback templates.

As for a peer reviewed journal, you are assessed according to the assessment criteria detailed in the PSF. You will receive then receive feedback on your submission via email.

The following judgements will be used:

Accept	The is sufficient evidence to grant the category of Fellowship of the HEA applied for. Feedback comments will only be provided on accepted applications if there are substantial strengths, which it would be good to share with the applicant or more widely.
Revise and Resubmit:	<p>There is insufficient evidence detailed throughout the application and the candidate is offered guidance and feedback with which to revise and resubmit an application for fellowship.</p> <p>If the reviewers have determined that there's a little more work to be done on your application—say, your application might require more evidence to demonstrate core knowledges or professional values fully—you will be offered the opportunity to revise and resubmit your original submission with additional material.</p> <p>You will have a minimum of four (4) weeks to re-submit your application. In many cases, this will mean that you resubmit your revision at the next available submission review cycle.</p> <p>Resubmissions must use tracked changes or different coloured text and strikethrough to demonstrate the changes made and the additional materials included</p>
Reapply	<p>An applicant will be invited to reapply if the panel considers that:</p> <ol style="list-style-type: none"> 1. the submission overall needs considerable work. <p>Applicants will be invited to re-submit the whole application as a new submission in the next application round.</p> <ol style="list-style-type: none"> 2. it appears the applicant will be unable to meet the criteria for their chosen Fellowship category. <p>The Panel will recommend that the applicant re-submits for a different category, if appropriate (i.e., when the applicant does not already hold that particular Fellowship).</p> <p>Applicants will need to review and appropriately amend the original submission using the relevant template before submitting for the recommended level of Fellowship in the next application round. However, applicants may prefer to wait and gather further evidence for the chosen (original) category Fellowship.</p> <p>Reapply decisions are only advised following a <i>Revise and Resubmit</i> decision. All applicants are offered the opportunity to revise an original submission before a reapply decision can be applied.</p>

Refer	A consensus cannot be reached by the Review Panel. The application will be referred to the external moderator to act as a third reviewer. A consensus is then drawn across three reviewers.
Reject	The panel find evidence an aspect of academic integrity has not been upheld. A formal statement will be sent to the applicant's Head of School / Department with the request that he/she acts and reports back to the Recognising Teaching Expertise Management Committee.

Active Decision Making

Once your application has been reviewed by the reviewers, the active decision-making process does not end.

Beyond the initial (stage 1 and stage 2) review, additional quality assurance processes are maintained to ensure that standards are in-keeping with the requirements of our accreditation. Applications are moderated by an external and the external provides a report back to the review panels on the consistency of their decision making and against international standards. Following review of the report from external moderation, the Review Panel will advise their decisions to the Administrative team, and these decisions are then forwarded to the applicants.

The HEA@UQ Review Panels provide a report to the Recognising Teaching Expertise Management Committee at the conclusion of each submission review cycle. The report includes outcomes and feedback on applications submitted to allow for adjustments to the program and its supporting mechanisms as required.

The program team will contact you with a formal progress update once the decision on your application has been confirmed. The submission review cycle takes between 6 and 8 weeks, allowing sufficient time for the HEA@UQ Review Panels and External moderators to fulfill their responsibilities.

What is the format and process for re-submission?

If you are required to make a resubmission, you will be given clear instructions regarding:

- Further evidence required;
- A recommendation on the word length required to address the feedback;
- Date of resubmission;
- How to resubmit; and
- Who to contact for additional support.

You will have a minimum of four (4) weeks to revise your application and resubmit.

Review of resubmitted applications

The resubmitted application will either be **accepted**, or applicants will be notified that they should **reapply** at later stage or at a different descriptor.

The resubmitted application will be reviewed by individual reviewers, who will:

1. Review the feedback associated with the original application to familiarise themselves with the issues leading to the resubmission decision;
2. Review the revised application and the amended aspects of the application (applicants should use Track changes or similar). Where additional evidence has been required, the relevant part of the application will be examined; and

3. Indicate their decision within the Feedback comment box to confirm whether or not the revised submission addresses the resubmission decision.

The Chair of the Review Panel will then consider each reviewers' recommendations and comments regarding the revised submission and will confirm the panel's agreed outcomes and advise the Recognising Teaching Expertise Management Committee.

If you are unsuccessful after resubmission, the Review Panel will suggest that you might need to consider whether the descriptor you are addressing is appropriate for your teaching practice, or you may need to gather more evidence of your effectiveness as a university educator. Your mentor or the ITaLI team will be able to advise you. You are welcome to submit a later application in a further round and to reapply at a later date.

Only one re-application will be accepted within a two-year period.

Review moderation, grievances and appeals

It is your responsibility to notify the HEA@UQ team of any circumstances beyond your control that may have had a significant adverse impact on your submission. This notification should be done as soon as possible, and in any event, before the assigned Review Panel makes a decision on your submission.

Moderation

To ensure that the standard of judgement is in keeping with the international award, an External Moderator is required by Advance HE accreditation policy to be appointed to moderate submission assessment through appropriate sampling. The External Moderator focuses on the appropriateness and consistency of internal decision making to ensure that the criteria of the relevant descriptor are reliably met before Fellowship is awarded.

The External Moderator must be:

- either SFHEA or PFHEA,
- suitably experienced in making judgements and current in their knowledge and understanding of the requirements of the relevant category(ies) of Fellowship
- free from any reciprocal external relationships and perceived or actual conflict of interest

The External Moderator appointed to the HEA@UQ Program provides regular reports to the program team for the purposes of quality assurance and continuous improvement.

Grievances and Appeals

The decision-making process in the HEA@UQ program is iterative, involving combined decision-making by the HEA@UQ Review Panel, which is externally moderated, endorsed and awarded by the Recognising Teaching Expertise Management (RTEM) Committee.

It is a peer review process, and the decision is final.

If you are unhappy with the way in which the assessment was carried out, you may have grounds for appeal. Please note an applicant may only appeal a decision on procedural grounds.

In line with University of Queensland Policy and Procedures for Appeals of Promotion Applications ([PPL 5.41.04 - 3.4 Appeals](#)), an applicant who is unsuccessful in their application for HEA Fellowship may appeal the decision on procedural grounds. Prior to appealing, it is expected that unsuccessful applicants will seek feedback on their application.

The appeal:

- must be lodged in writing with the ITaLI Director, within 21 days of the date of issue of notification and will be considered by the RTEM Committee; and
- must be based on procedural grounds.

An initial assessment that an application for appeal is validly made will be conducted by ITaLI Director before an appeal proceeds to the RTEM Committee for consideration. For an appeal to be successful, the Committee must be satisfied that the procedural error had substantial and significant impact on the decision. The decision of the Committee is final.

Future directions

What happens after I have completed the GTA?

You will be invited to apply for HEA Fellowship. On successful application, following the award of your fellowship, you will be invited to an HEA@UQ Celebration Event, and welcomed into the community of Fellows across the University.

Your successful fellowship will also be noted in relevant HR management systems. A certificate can be provided as a record of your professional learning. Successful award of your Associate Fellowship will be noted in your Individual Activity Profile.

Your submission will be archived electronically for three years after program completion as a record.

What options are open after I have completed the GTA program?

Once you have finished the GTA program, you might want to consider identifying what you might need to do to achieve Fellowship status. The requirements for recognition as a UQ HEA Fellow typically require evidence of successful teaching over a two to three year period. Investigate the requirements to develop a professional learning plan to help you reach this status. Examine the professional learning opportunities listed in Workday to help you develop this plan. The [HEA@UQ Program](#) recognizes experience and expertise developed through practice.

Should you be appointed to an academic position at UQ as a result of participating in the GTA program, you might want to consider signing up for the [Teaching@UQ program](#).

Note, that you will need to notify Advance HE should you move to another institution so that your HEA Fellowship status can be maintained.

How do I remain in “Good Standing”?

Once you gain Fellowship recognition, you must continue to remain in good standing. The HEA defines remaining in good standing as: “continuing to work in accordance with the standard indicated by the relevant Fellow Descriptor of the PSF”. Fellows are expected to continue to engage in professional learning activities to further enhance your teaching practice. You are also expected to adhere to the HEA Code of Practice for Fellows. Failure to adhere to this code means that you will be de-registered.

Contact Us:

Please direct all questions to professional.learning@uq.edu.au and your question will be answered by a member of the GTA team.

Appendix A

A-1 Associate Fellow Higher Education Academy (AFHEA) Application Checklist

Item	Requirements	Complete <input checked="" type="checkbox"/>
Your Teaching Context	An overview of the context in which you teach (200 words for AFHEA and FHEA)	<input type="checkbox"/>
Your Teaching Philosophy	The beliefs that underpin your practice – and how you know that these are worth putting into practice (AFHEA 300 words; FHEA 300 words)	<input type="checkbox"/>
Account of Professional Practice	<div> AFHEA Select two areas of activity and address each in approximately 500 words. Total application length should be approx. 1,500 words (incl. Teaching Context, Teaching Philosophy and Account of Professional Practice) </div> <div> FHEA Address all Areas of Activity in approximately 600 words per Area. Total application length should be approx. 3,500 words (incl. Teaching Context, Teaching Philosophy and Account of Professional Practice) </div>	<input type="checkbox"/>
Bibliography	Any references you choose to include in the APP will be accommodated <u>in addition</u> to your overall word count.	<input type="checkbox"/>
Statement of Support Report 1 for AFHEA (D1) 2 for FHEA (D2)	The statement of support should be 1-2 pages and from a person who complies with the following conditions: <ul style="list-style-type: none"> • is a HEA Fellow, Senior or Principal Fellow; an educational leader at UQ (such as a UQ or National award winner or grant recipient) or a recognised external teaching expert; • has first-hand knowledge of your teaching practice; • is in a position suitable to comment on and substantiate your record of teaching effectiveness; • has seen a draft version of your portfolio and can confirm that you have represented your practice accurately; • has a professional relationship with you, rather than a personal one i.e., is not a family member or a personal friend; and • has used the statement of support template and completed all the relevant information. 	<input type="checkbox"/>

A-2 Application Template

Please consult with the HEA@UQ Program Handbook when completing your application

Associate Fellow and Fellow Applications

Applicant Details

UQ Username	
Family Name	
First Name	
Title	
School	
Faculty/Division	
Email	
Mentor Name	
Mentor Email	

Certification by applicant

I certify that:

	To the best of my knowledge, all the details in this application are true and correct and adhere to UQ's commitment to academic integrity.
	If my submission is judged to successfully meet the requirements of [Associate Fellow/ Fellow / Senior Fellow] of the HEA, I will commit to upholding the HEA Code of Practice and remaining in good standing by continuing my professional development and enhancement of my teaching skills, knowledge and practice.
	In submitting this portfolio, I consent to its referral to internal and external assessors for consideration.
	I am aware that this application will be archived for a period of three (3) years to facilitate sampling for internal and external review/moderation and record keeping.

Statement of Support 1

Name	
Position	
Organisation	
Email	

Statement of Support 2 (Required for **Fellow (D2)** applications only)

Name	
Position	
Organisation	
Email	

Context Statement

Response (200 words approx.)

Describe your context. Briefly introduce yourself, your role(s) and responsibilities in teaching and/or supporting learning in higher education. Identify the learners with whom you work. For example, you might include your discipline areas, class sizes, year levels and types of teaching in which you engage, or the academic staff or students you advise or support.

<<sample text>>

Teaching Philosophy

Response (300 words approx.)

Outline the beliefs, approaches and research that underpin your practice.

<<sample text>>

Record of Practice

Your responses to each Area of Activity should be no greater than 500 words. Applications for **Associate Fellow** should address **two** areas of activity only. The '[Associate Fellowship \(D1\) Guide to the PSF 2023 Dimensions](#)' is your key source of information about what you might include in your application.

Applications for **Fellow** should address **all five** areas of activity. Ensure that you integrate the Professional Values and Core Knowledges dimensions of the PSF through the whole application and that they are appropriately signposted. The '[Fellowship \(D2\) Guide to the PSF 2023 Dimensions](#)' is your key source of information about what you might include in your application.

A1 Design and plan learning activities and/or programmes

A1 is about how you plan and prepare learning activities for your learners, whether in person or online or both.

<<sample text>>

A2 Teach and/or support learning through appropriate approaches and environment

A2 is about the approaches you adopt in your direct engagement and interaction with learners as you teach and/or support learning

<<sample text>>

A3 Assess and give feedback for learning

A3 is about your involvement in the assessment of learners' work, achievement and/or progress and the provision of feedback to learners.

<<sample text>>

A4 Support and guide learners

A4 is about actions you have taken to ensure that learners receive the support and guidance they need for successful outcomes in their learning.

<<sample text>>

A5 Enhance practice through your own continuing professional development

Provide an outline of your professional learning over the last 1 to 3 years. Offer a short description of the activity, detail when you engaged with the learning and reflect on how and what the learning contributed to your practice.

<<sample text>>

Bibliography

Provide a list of the literature or works cited across your application (not included in word count). Please ensure you use a consistent referencing style.

Sample Text

Contact details

Professional Learning @ UQ

Institute for Teaching and Learning Innovation (ITaLI)

E professional.learning@uq.edu.au

W itali.uq.edu.au

CRICOS Provider Number 00025B