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The Graduate Teaching Associates (GTA) Program

What is the 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

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, GTA Guides (previous GTA program participants) 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 four hours a week engaging in components of the program. Each iteration of the program lasts a semester, beginning two to three weeks after the first week, and ending following the release of SECaT and SETutor results.
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.

Program participants are expected to:

• attend all of the scheduled face-to-face 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;
• participate in teaching and learning professional development activities;
• engage in a mentoring activity; and
• develop the final portfolio for assessment.

A Note about Attendance

Please note that attendance at a minimum of four of the six face-to-face sessions is compulsory in order to be invited to complete the HEA portfolio. Due to the nature of the workshops, recordings cannot always be made available. If you will be unable a workshop 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.

Who will support me?

The GTA Program is supported by the following roles:

• **Program Facilitator:** leads the program’s delivery each semester.
• **GTA Teaching Team:** members of ITaLI staff and experienced teaching academics who lead the face-to-face workshops.
• **Program Administrator:** provides support to you and the teaching team and monitors participation and progress in the formative assessment tasks and activities.
• **Mentors:** Faculty-based academics 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:

• Have a teaching position confirmed with a minimum number of 25 contact hours across the relevant semester;
• Be a university graduate with a minimum of a Bachelor’s degree or a Bachelor (Hons);
• Have previously completed a formal program of tutor training such as Tutors@UQ or an equivalent school-based tutor training program;
• Have completed a minimum of 25 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 (e.g. no long overseas absences; not in the final stages of thesis write-up, in case of PhD students); and
• Can attend all face-to-face workshops.

Please note that contact hours refers 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.

How do I apply to participate?

Visit http://itali.uq.edu.au/content/graduate-teaching-associates-gta-program to submit an Expression of Interest (EOI).

Prospective applicants will be screened to ensure that they meet all eligibility criteria by an administrator. The Program coordination team (i.e. the GTA Program Facilitator and the Program Coordinator) 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.
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:

- be awarded with a Graduate Teaching Associates Completion Certificate;
- 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
- be entitled to use the post nominals AFHEA.

What is an Associate Fellowship of the Higher Education Academy?

The GTA Program at UQ is a direct route to attaining Associate Fellowship recognition status at the HEA. 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

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 (PSF)?

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.

The Professional Standards Framework:

1. Supports the initial and continuing professional development of staff engaged in teaching and supporting learning.
2. Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings.
3. Demonstrates to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning.
4. Acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin student learning.
5. 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.

Areas of Activity

A1. Design and plan learning activities and/or programmes of study
A2. Teach and/or support learning
A3. Assess and give feedback to learners
A4. Develop effective learning environments and approaches to student support and guidance
A5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

Core Knowledge

K1. The subject material
K2. Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme
K3. How students learn, both generally and within their subject/ disciplinary area(s)
K4. The use and value of appropriate learning technologies
K5. Methods for evaluating the effectiveness of teaching
K6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

Professional Values

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

The GTA Program has been designed to help participants meet the requirements of Associate Fellow of the HEA (also known as Descriptor I in the PSF).
How does the GTA program meet requirements for Associate Fellow?

By the end of the GTA program, you should be able to provide evidence of:

I. Successful engagement with the following Areas of Activity
   A2 Teach and/or support learning; and
   A4 Develop effective learning environments and approaches to student support and guidance

II. Successful engagement in appropriate teaching and practices related to these Areas of Activity

III. Appropriate Core Knowledge and understanding of
   K1 The subject material
   K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic program

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

V Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities

VI Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities

Upon 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 – specifically those highlighted in the PSF above.
Program Structure

The GTA program is a blended learning program that combines face-to-face workshops and online modules.

What learning activities are used?

Modules:

There are six modules on Blackboard that are supported by a 2 to 3 hour face to face session. We will endeavour to make a recording of the lecture available. Please be aware that this is not fail-safe and you should not rely on the availability of a recording to complete the program. In addition, these sessions are designed to include an element of active participation, which requires your physical 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 modules has one or more associated formative assessment tasks. Feedback will be provided on all submissions that are submitted on time.

Mentors:

GTA participants are also required to identify an academic with teaching responsibilities in their school or discipline area who is prepared to act as your mentor throughout the program. Many GTA participants ask the course coordinator for whom they are tutoring to take on this role, but you are welcome to look more widely for a suitable mentor. 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!

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 peers implement their lesson plan – 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).

What is the program timeline?

The program is delivered twice a year (once per semester). The program runs across each semester, respectively between March and June, for semester 1, and between August and December, for semester 2. The program schedule is outlined in the table overleaf.

Weeks outlined below are subject to the scheduling requirements of presenters and may change. A confirmed timeline will be circulated to accepted applicants.
<table>
<thead>
<tr>
<th>Main Focus</th>
<th>Dates</th>
<th>Module</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan and Reflect</td>
<td>Weekly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Fundamentals (2 hour face to face session)</td>
<td>Self-Reflection</td>
<td>Peer Observation</td>
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</tr>
<tr>
<td>Week 4</td>
<td></td>
<td></td>
<td>Teaching Observation 1</td>
</tr>
<tr>
<td>Week 5</td>
<td>Career Development and Teaching Philosophy (2 hour face to face session)</td>
<td>Lesson Activity</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td></td>
<td></td>
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<tr>
<td>Week 7</td>
<td>Lesson Planning (2 hour face to face session)</td>
<td>Teaching Philosophy</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td></td>
<td></td>
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<tr>
<td>Week 9</td>
<td>Blended Learning (2 hour face to face session)</td>
<td>Develop a resource or implement an activity</td>
<td></td>
</tr>
<tr>
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<td>----------------------------------------------</td>
<td>---------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Introduction to Flipped, Active, Blended learning</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Active learning practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Blended learning practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Social media for teaching and learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Facilitating active classrooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The Student Voice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Face-to-face engagement techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Active learning tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Group dynamics and group management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Week 10 | Teaching Observation 2                        |                                            |

| Break |

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Assessment (3 hour face to face session)</th>
<th>Assessment Review</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Support mechanisms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Motivating and engaging students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Designing and marking assessment</td>
<td></td>
</tr>
</tbody>
</table>

| Week 12 |                                           |                   |

<table>
<thead>
<tr>
<th>Week 13</th>
<th>Writing your Portfolio (3 hour face to face session)</th>
<th>Reflection on resource development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Collation of Academic Portfolio</td>
<td></td>
</tr>
</tbody>
</table>

| End of Semester | Complete your portfolio (round 1 deadline) | Complete your portfolio (round 2 deadline) |

Further details about learning outcomes are provided in Table 2 overleaf.
Table 1: Learning Outcomes of the GTA Program

<table>
<thead>
<tr>
<th>Module</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview and Fundamentals: Overview and Fundamentals of Teaching and Learning</td>
<td>• Understand the goals of the GTA program, the time-frame of the workshops, and the overall contents of online modules&lt;br&gt;• Identify the aims of each of the online modules&lt;br&gt;• Interpret the nature, extent of, and purpose of the assessment items you are required to complete&lt;br&gt;• Be able to begin to articulate your practice against the Professional Standards Framework (PSF)&lt;br&gt;• Examine and discuss the UQ Code of Conduct, and anticipate how it impacts you&lt;br&gt;• Identify and evaluate the role of mentors and mentees in higher education&lt;br&gt;• Critique the value of Teaching Observations&lt;br&gt;• Conduct a Teaching Observation and create a short report in which you analyse and evaluate the teacher’s practice</td>
</tr>
<tr>
<td>Career development</td>
<td>• Learn techniques to build a network from across the University and discipline areas&lt;br&gt;• Clarify your career goals&lt;br&gt;• Define career directions&lt;br&gt;• Think strategically about your strengths and limitations in the broader context&lt;br&gt;• Develop a professional learning plan&lt;br&gt;• Develop a teaching philosophy&lt;br&gt;• Engage with some of the scholarship associated with teaching and learning in higher education</td>
</tr>
<tr>
<td>Lesson Planning</td>
<td>• Compare different learning taxonomies and design techniques&lt;br&gt;• Be able to plan and create a lesson plan using the introduced learning taxonomies and the design technique</td>
</tr>
<tr>
<td>Blended Learning (Online and Face-to-Face Engagement)</td>
<td>• Compare and contrast the concepts of flipped, active and blended learning&lt;br&gt;• Analyse different techniques to facilitate active learning in classrooms, describe their purpose, and know how to implement them effectively&lt;br&gt;• Be able to differentiate between several active learning practices&lt;br&gt;• Choose and develop an appropriate active learning practice for your tutorial, deliver the practice, and evaluate the experience of yourself and your students&lt;br&gt;• Examine different methods to receive feedback and reflection from students&lt;br&gt;• Compare different face-to-face engagement techniques and active learning tools, and plan how to implement them into your tutorial&lt;br&gt;• Choose and discuss an appropriate face-to-face engagement technique and active learning tool that you could implement in your class&lt;br&gt;• Develop an understanding of how to manage group dynamics and dysfunction</td>
</tr>
<tr>
<td>Assessment</td>
<td>• Understand the support mechanisms that can be used&lt;br&gt;• Engage with different techniques to motivate and engage students&lt;br&gt;• Compare various designs and marking of assessment</td>
</tr>
<tr>
<td>Assessment Writing</td>
<td>• Optional writing space facilitated by HEA coordinator to support Collation of Academic Portfolio&lt;br&gt;• Understanding of PSF</td>
</tr>
</tbody>
</table>
Assessment

How will I be assessed?

Formative assessment

You will be required to submit a suite of assessment tasks throughout the program. Table 3 provides a brief description of formative assessment tasks. Full details about each task will be available on Blackboard.

<table>
<thead>
<tr>
<th>Assessment activity</th>
<th>Assessment Description</th>
<th>PSF Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-reflection</td>
<td>Reflect on how tutors and GTAs can align their practices to the UQ Code of Conduct</td>
<td>K6, V4</td>
</tr>
<tr>
<td>Teaching Observation 1</td>
<td>Conduct and reflect on a teaching observation in GTA's School or Faculty</td>
<td>A2, K5</td>
</tr>
<tr>
<td>Teaching Philosophy</td>
<td>Write a teaching philosophy statement</td>
<td>A4, K1, V4, K6</td>
</tr>
<tr>
<td>Lesson Plan Activity</td>
<td>Develop a lesson plan outline for one of the GTA's tutorials and reflect on the design techniques adopted</td>
<td>A1, A2, K1, V1</td>
</tr>
<tr>
<td>Conduct Peer Observation</td>
<td>Observe a GTA peer and obtain a corresponding observation from your peer</td>
<td>A1, A2, K5, V3</td>
</tr>
<tr>
<td>Implement and Reflect Activity 1 + 2</td>
<td>Select one relevant engagement technique and one relevant active learning tool to implement within a tutorial, plan how to implement these changes and reflect on the benefits for the students and how you would evaluate success (this is an optional activity to Develop and implement online resource)</td>
<td>A1, A2, A4, K1, K2, K3, K4, K5, V1, V2, V3</td>
</tr>
<tr>
<td>Develop and implement online resource</td>
<td>Develop a video (minimum 2-minute) that would complement a lesson in the course being tutored, and reflect on it (this is an optional activity to Implement and Reflect Activity)</td>
<td>A1, A2, A4, K1, K2, K3, K4, K5, V1, V2, V3</td>
</tr>
<tr>
<td>Submit Peer Observation</td>
<td>Elaborate on the peer observation obtained, reflect and improve it, and submit the refined version</td>
<td>A1, A2, K5, V3</td>
</tr>
<tr>
<td>Assessment Review Activity</td>
<td>Identify an assessment task, which is considered poorly aligned to the Learning Objectives of your course, and modify it accordingly</td>
<td>A3, V3</td>
</tr>
<tr>
<td>Teaching Observation 2</td>
<td>Conduct and reflect on a teaching observation of one lecturer from Open Course Scheme</td>
<td>A2, A4</td>
</tr>
<tr>
<td>HEA Portfolio</td>
<td>See below for details</td>
<td>ALL</td>
</tr>
</tbody>
</table>

These tasks are designed to help you build elements of your final portfolio 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 can then be further refined and incorporated into your final portfolio.

Feedback will be offered from the Program Facilitator or Coordinator within a week if your work has been submitted by the deadline specified in the timeline of activities.

HEA portfolio

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

1. You have attended a minimum of 4 of the 6 face to face classes;
2. You have submitted 70% of the activities
3. You have completed the peer observation task.

The portfolio you need to submit to gain HEA Associate Fellowship status must demonstrate:

- 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.

You must use the Final Assignment Submission Template to develop your portfolio. This template has been developed to help you generate evidence which meets the requirements for recognition as an Associate Fellow of the HEA. 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 portfolio is typically a 1500-word reflective account and should include the following:

- an outline of your teaching context;
- descriptions and copies of the lesson plans that you developed during the GTA program;
- a description of the lesson plan implementation;
- an outline on the elements you drew on to both develop and implement the plan (literature, references, experiences, observations, evidence);
- a copy of the peer review report prepared by your peer; and
- a personal reflection on the development and implementation, the lessons you learnt in the process and what you would do to enhance future activities.

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 (K3) to reference the relevant Core Knowledge dimension.

Note that any bibliographical references are not included in the total word count.

**The Statement of Support**

Your portfolio needs to be verified 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 portfolio?**

The final portfolio is to be submitted via Turnitin through Blackboard, using the Final Assignment Submission Template. Be aware that the Student Integrity and Misconduct policy applies to all submissions. You may wish to review the academic integrity webpage if you are not familiar with this policy.

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 hea@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 submission will be assessed by at least two colleagues – a member of the GTA teaching team and/or by one of our HEA Panel Assessors, drawn from across the University, both of whom will hold at least Fellowship level.
The assessment process is similar to the peer review process typically associated with submitting an article to a journal; if you are unsuccessful, you will be given guidance by your peers on how to re-submit. 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:

<table>
<thead>
<tr>
<th>Judgement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accept</td>
<td>The evidence is sufficient to grant Associate Fellowship of the Academy</td>
</tr>
<tr>
<td>Revise &amp; Resubmit</td>
<td>The evidence is insufficient and the candidate may then use the feedback as a guidance to re-submit his or her portfolio</td>
</tr>
<tr>
<td>Reject</td>
<td>An application will be rejected if the assessors find evidence of plagiarism. In such an instance, a formal statement will be sent to the applicant’s Head of Department with the request that he/she takes action and reports back to the HEA@UQ Management Board.</td>
</tr>
<tr>
<td>Reapply</td>
<td>The ‘Reapply’ decision can only be communicated only following the assessment of a revised submission. An applicant will be invited to reapply if the panel feels:</td>
</tr>
<tr>
<td></td>
<td>• The submission overall needs considerable work. Applicants will be invited to re-submit the whole application as a new submission in the next application round.</td>
</tr>
<tr>
<td></td>
<td>• That an applicant will be unable to meet the criteria for their chosen Fellowship category. 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 for up to two years to gather further evidence for the chosen Fellowship.</td>
</tr>
</tbody>
</table>

What is the format and process for re-submission?

Should your portfolio be referred back to you for re-application, you have a minimum of one month (30 days) to address the comments provided and resubmit. Resubmissions need to be made through Turnitin and the program administrator needs to be notified via email that the portfolio has been resubmitted. Your resubmission will be assessed by the same assessors. Please use track changes or a different coloured font to highlight where you have addressed the feedback.

Should a month be insufficient to address the feedback provided—or if you are not invited to submit a portfolio because you have not met the requirements stipulated above—you may choose to consider submitting an application via the HEA@UQ program. Please note that the template for submission under that scheme is different, although it draws on the PSF dimensions and descriptors. You will be required to complete the competitive EOI process. More information about the HEA@UQ accredited program can be found on the ITaLI website, or by emailing professional.learning@uq.edu.au.
What are the processes for assessment moderation, grievances and appeals?

In line with University of Queensland Policy and Procedures for Appeals of Promotion Applications (PPL 5.80.12.8 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 HEA@UQ Program Coordinator, within 21 days of the date of issue of notification and will be considered by the HEA@UQ Management Board; and
- must be based on procedural grounds.

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

An external moderator will moderate assessment processes. This moderator is an HEA expert assessor external to UQ who is specifically employed as a consultant to verify the assessment process. The moderator will sample a random selection of 10% of assessed final portfolios to ensure that the criteria of the descriptors are suitably met before Associate Fellowship status is awarded.

As the GTA is a program accredited by the HEA, UQ will also provide materials, including examples of submitted portfolios, to the HEA as part of an annual quality assurance accreditation review.

Future directions

What happens after I have completed the GTA?

A celebration event will be held to acknowledge you and your work! You will be invited to attend an HEA@UQ Celebration Event and will be welcomed into the community of Fellows across the University. Some GTA participants will be invited to reflect on their learning through the program and certificates will be awarded.

Your participation will be noted in the Aurion HR management system as a record of your professional learning.

Your portfolio 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 HEA@UQ Program recognizes experience and expertise developed through practice. The requirements for recognition as a UQ HEA Fellow typically requires evidence of successful teaching over a two - 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 the University Staff Development Calendar to help you develop this plan.

Should you be fortunate to 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 HEA 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.
Contact details

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