1. Introduction

1.1 Background

Continued Professional Learning (CPL) is fundamental to the development of academics who will lead the T&L innovation that is essential in any institution to keep pace with changes in technology, to enhance the student experience and learning, and to sustain and support evidence-based practice.

Academics new to teaching or new to The University of Queensland (UQ) are required or strongly advised to complete Teaching@UQ, an introduction to teaching practices, policies and the community at UQ. This well-received program involves them in four three-hour workshops across a semester, observations of teaching, and peer observation of their own teaching. Although UQ offers this program and many workshops around specific aspects of Teaching and Learning (T&L), since the cessation of the Graduate Certificate in Higher Education, there are no programs that help academics develop evidence-based teaching practices, or that connect academics with research practices in higher education allowing them to systematically evaluate and improve their teaching.

TeachingPlus@UQ is proposed to fill this gap and also to support the development of leadership in T&L (Figure 1) by challenging participants to disrupt current teaching models and thus maintain UQ’s reputation for driving education innovation.

In terms of the difference between the two programs, Teaching@UQ prepares academics to design their educational approach to support student learning in context, whereas TeachingPlus@UQ will engage academics in the promotion of collaborative environments to advance educational excellence allowing them to make significant contributions within UQ and beyond.

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This document provides an overview of the intention of TeachingPlus@UQ, the proposed program, and expected outcomes. It has been drafted for the purposes of individual and group consultations with a range of stakeholders.

1.2 Aims of TeachingPlus@UQ

TeachingPlus@UQ aims to:

- build on Teaching@UQ by offering opportunities to enhance T&L practice beyond a basic level;
- enhance UQ’s Communities of Practice in T&L;
- engage academics in applied and innovative research that:
  - embraces change and disruptive practice;
  - directly impacts student learning;
  - results in evidence-based teaching; and
  - develops leadership capacity;
- extend application of reflective and reflexive practice in T&L through critical pedagogy²; and
- provide an opportunity for accreditation as a fellow of the Higher Education Academy (HEA, Appendix A).

Participants are intended to instigate action learning projects that implement strategic change around large courses and/or program-level change, innovative assessment and feedback, flexibility of modes of study, active learning, and/or learning analytic tools that provide information about learners’ experiences and contexts.

The program will:

- provide training and support for the development, implementation, and evaluation of a T&L project that addresses trends in higher education and is relevant to their discipline, school, and/or faculty;
- use a blended learning pedagogy;
- model critical pedagogies that underpin the production of ‘Game-changing graduates’ (e.g. online and on-campus active learning, Learning analytics, and e-Assessment);
- use peer learning, collaboration, and mentorship models; and
- adopt a holistic approach that recognises academics also have research and service commitments.

1.3 Outcomes

TeachingPlus@UQ will provide capacity building for future T&L leaders at UQ and thereby:

- demonstrate the value that UQ places on ‘Staff professional development and recognition’;
- have an impact on student learning in the courses and programs in which the participants teach; and
- implement initiatives that address the Student Strategy across UQ.

The TeachingPlus@UQ program is expected to yield both immediate and long-term benefits for participants, students and the institution (Appendix B).

² Critical pedagogy provides connection between educational approaches and the students’ context that leads to deeper and more meaningful learning. It requires the establishment of learning environments where teachers and students learn together and empowers students by recognising the knowledge they already possess.
2. The Proposed Program

2.1 Overview

Over the course of two semesters, TeachingPlus@UQ will support participants to:

- extend their teaching expertise by:
  - effectively integrating the Higher Education Learning Framework (HELF) principles into their teaching practice;
  - applying critical pedagogy in their T&L approaches; and
  - using a range of evidence-based higher education learning approaches;
- conduct a ‘leading edge’ teaching and learning project using an Action Learning\(^3\) approach;
- become a collaborative and collegial leader and change agent within the UQ T&L Community; and
- develop a reflective approach to their teaching practice.

A full list of learning objectives and outcomes is detailed Table 1.

The program will be designed to appeal to academics who:

- wish to increase their T&L knowledge;
- wish to improve learning and/ or the student experience;
- aspire to leadership in T&L; and
- might like accreditation through the Higher Education Academy (HEA)\(^4\).

Participants will be able, as a result of participating in the program, to produce a portfolio for HEA Fellowship recognition if desired.

2.2 Target Cohort and recruitment

TeachingPlus@UQ will be relevant and made available to all UQ teaching academics with at least two years teaching experience (or equivalent). Teaching@UQ participants will be encouraged to participate although Teaching@UQ will not be a pre-requisite of TeachingPlus@UQ.

Participants will need to commit to:

1. attending six (6x) 2 - 3 hour workshops across the year;
2. participating in peer review, peer coaching and mentoring activities;
3. designing, implementing and evaluating an innovation through a Teaching and Learning Project (TLP); and
4. developing and sharing learning and resources via a final conference and a brief project report.

Twenty to thirty participants will be targeted for the Pilot beginning in Semester 1, 2019 through a recruitment strategy as outlined in Table 2. The number of participants for following iterations will depend on the outcome of the initial Pilot trial.

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\(^3\) Action learning is an approach to solving real problems that involves taking action and reflecting upon the results, and thus improving the process and making the solution more robust. The approach includes: a) working with real problems that are important and usually complex; b) a diverse team, often called a ‘Set’; c) a process that promotes curiosity, inquiry and reflection; d) a requirement that talk be converted to action and a solution; and e) a commitment to learning. [Adapted from Wikipedia]

\(^4\) TeachingPlus@UQ will support the development of an application for HEA fellowship. Appendix A provides further detail.
### Table 1. Learning objectives and expected outcomes of the TP@UQ program

<table>
<thead>
<tr>
<th>Learning objective</th>
<th>Demonstration or evidence</th>
<th>Capability longer term outcomes/measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Extend teaching expertise. Specifically, be able to:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1. Effectively integrate Higher Education Learning Framework (HELF) principles in teaching, and/or</td>
<td>○ ECP, teaching materials, Video Capture, Student Reports, Student Assessment examples, SECaT data/comments ○ Personal Learning Plan (PLP) components (e.g. reflection, learning diary) ○ Observer statements</td>
<td>○ Teaching practice disseminated to others ○ Improved student learning outcomes ○ Improved student engagement and satisfaction ○ Graduates demonstrating high level attainment of graduate attributes</td>
</tr>
<tr>
<td>1.2. Effectively use modern learning spaces, and/or</td>
<td>○ Examples of effective use of modern learning spaces ○ Awareness of pedagogies and their implementation</td>
<td>○ Teaching practice disseminated to others ○ Learning spaces being regularly booked/ effectively used ○ Positive student feedback</td>
</tr>
<tr>
<td>1.3. Develop ‘game-changing graduates’, and/or</td>
<td>○ WIL/employability built into learning activities ○ Learning activities that develop students as citizens ○ Learning activities that develop emotional intelligence</td>
<td>○ Teaching practice disseminated to others ○ Improved student learning outcomes, engagement and satisfaction ○ High level attainment of graduate attributes</td>
</tr>
<tr>
<td>1.4. Implement purposeful curriculum, and/or</td>
<td>○ Evidence-based ECP/ curriculum ○ Curriculum links/integrates with program/related stream. ○ Assessment aligns with course objectives</td>
<td>○ Teaching practice disseminated to others ○ Graduate and student feedback reports engaging, interactive, authentic, respectful, learning experience</td>
</tr>
<tr>
<td>1.5. Integrate critical pedagogy and assessment using evidence-based T&amp;L approaches</td>
<td>ECP: inquiry based, blended learning, authentic and student’s as partners approaches</td>
<td>○ Teaching practice disseminated to others ○ Peer review ○ Graduate and student feedback reports an engaging, interactive, authentic, respectful, learning experience</td>
</tr>
<tr>
<td><strong>2. Demonstrate academic leadership. Specifically, be able to:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1. Reflect on practice and/or</td>
<td>○ Discussions with reference to discipline-related research, HELF principles, T&amp;L research, etc.</td>
<td>○ Participation in UQ T&amp;L activities and events ○ Evidence for appraisal/ promotion documents</td>
</tr>
<tr>
<td>2.2. Engage in mentor relationships, and/or</td>
<td>○ Discussions of outcomes of any mentor relationships</td>
<td>○ UQ T&amp;L mentoring culture established ○ Teaching practice disseminated to others</td>
</tr>
<tr>
<td>2.3. Work collaboratively and collegially, and/or</td>
<td>○ Reports and other outcomes from T&amp;L collaboration</td>
<td>○ UQ T&amp;L collaboration culture established ○ Teaching practice disseminated to others</td>
</tr>
<tr>
<td>2.4. Create internal and external partnerships, and/or</td>
<td>○ Reports and other outcomes from T&amp;L partnership</td>
<td>○ UQ T&amp;L partnership culture established ○ Teaching practice disseminated to others</td>
</tr>
<tr>
<td>2.5. Contextualise their experiences (showing understanding of)</td>
<td>○ Discussion with T&amp;L colleagues in increasingly knowledgeable and critical ways current T&amp;L trends,</td>
<td>○ UQ T&amp;L philosophy of teaching evidenced in appraisal/promotion documents</td>
</tr>
</tbody>
</table>

5 An evidence-based publication, an oral presentation delivered under formal peer-reviewed conditions at a conference or formal appraisal, or HEA assessment, Personal Learning Plan components (e.g. reflection, learning diary, seminar attendance etc.) and observer statements are evidence for every learning outcome.
<table>
<thead>
<tr>
<th>Learning objective</th>
<th>Demonstration or evidence</th>
<th>Capability longer term outcomes/measures</th>
</tr>
</thead>
</table>
| broader HE environment, the graduate employment environment/expectations, and discipline developments) | developments in teaching, understanding of T&L policy and direction within the school/university, the needs of students graduating from programs, new directions in the discipline.  
- Evidence of PLP components completed following Self-Assessment in this area (e.g. collaboration documents, learning diary)  
- Provide observer statements of the above | ○ Teaching practice being used as an example to others in T&L learning fora/observed by others to enhance their practice |

3. Conduct a T&L research project using active learning principles including:

| 3.1 Critically use scholarly literature | o Project proposal including critical review of literature, plan for implementation, and instrument for evaluation | ○ Improved T&L outcome (e.g. increased student engagement, better learning outcomes, increased quality of assessment items, successful blended learning, productive partnerships, interdisciplinary research)  
○ T&L Week showcase event: TLP highlights  
○ Evidence-based practice culture established  
○ Teaching practice disseminated to others |
| 3.2. Engage with Action Learning | o Effective SET groups (engaged participants, useful productive forums) | |
| 3.3. Plan a project including evaluation | o Pitch and pitch feedback | |
| 3.4. Implement project | o School/faculty support for the plan | |
| 3.5. Gather/analyse data | o Documentation and feedback on documentation | |
| 3.6. Document outcomes | | |
| 3.7. Present findings | o Conference or other oral presentation and feedback; HEA conversation | |

4. Participate in and/or become a leader within the UQ T&L Community of Practice

| o Committee membership | ○ Active membership in T&L committees  
○ Teaching practice disseminated to others |
| o Mentorships | |

5. Develop evidence for Higher Education Award (HEA) Fellowship application (Optional)

| o Panel Presentation/Case-study Document that partially meets HEA accreditation requirements | ○ Registrations in HEA Fellowship  
○ Awards of HEA Fellowships  
○ Mentoring of HEA Fellowships |
Table 2. TeachingPlus@UQ participant recruitment.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Methods of Recruitment</th>
<th>Project Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish interest across UQ and build potential cohort list.</td>
<td>Indirect Recruitment &amp; Networks  - Planned project consultation; Academic Board, Faculty T&amp;L Chairs, ADAs, iTaLI  - T&amp;L communities</td>
<td>1. Consultation for Design  2. Development of Program</td>
</tr>
<tr>
<td>Recruit cohort for Pilot.</td>
<td>Direct Recruitment  - Targeted, personal invitations to specifically chosen people (e.g. academics who are recognised as developing T&amp;L leaders)  - One-on-one meetings  - Invite to Teaching@UQ Alumni</td>
<td>2. Development of Program</td>
</tr>
<tr>
<td>Promote Pilot program and promote TeachingPlus@UQ into the future.</td>
<td>Online Advertising  - Promotion on UQ websites and newsletters  - Involve OMC for raising awareness  - Inclusion in staff development and promotion guidelines  - Information session  - Online registration (Appendix C)</td>
<td>3. Pilot  4. Finalise/ Roll-out</td>
</tr>
</tbody>
</table>

2.3 Schedule and Content

TeachingPlus@UQ is proposed to run over two semesters with content, including exposure to relevant pedagogies and the processes necessary for evidence-based practice, as detailed in Table 3.

- Semester 1: Face to face (F2F) in-class sessions of three (3x) 3-hour workshops and out-of-class activities including online tasks (perhaps 1 – 2 hours per workshop).
- Semester 2: Three (3x) 2-3 hour Set meetings\(^6\) around T&L innovation projects.
- Conclusion: A conference or T&L Showcase event
- Submission of brief project report
- Submission of HEA application for fellowship (if applicable)

The program will also require participants to submit a proposal for their TLP for approval by their School TLC chair, and Head of School at the end of Semester 1. Participants will be supported to develop their TLP proposal through facilitated workshops in Semester 1, and to implement and evaluate it through Set meetings in Semester 2.

\(^6\) Set meetings, a fundamental part of Action learning (see Footnote 3), would be held in conjunction with cohort discussions and support.
### Table 3 TeachingPlus@UQ Overview

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class activities</strong>&lt;br&gt;W = workshop (3 h)&lt;br&gt;O = online (1-2 h)</td>
<td>W1: Program overview (aims/ expectations), UQ T&amp;L strategy, PLP&lt;br&gt;O1: CPL framework, HEA Prof Standards F/work; T&amp;L trends</td>
<td>W3: Proposal review (with Set); Leading and influencing T&amp;L&lt;br&gt;O3: Evaluation instruments; Ethics applications</td>
</tr>
<tr>
<td><strong>Out-of-class Activities</strong></td>
<td>Select TLP area&lt;br&gt;Connect with school/ faculty</td>
<td>Pitch TLP to nominated gatekeeper, obtain endorsement&lt;br&gt;Develop proposal &lt;br&gt;Pitch ethics application (if necessary)</td>
</tr>
<tr>
<td><strong>HEA process (optional)</strong></td>
<td>HEA process&lt;br&gt;Teaching Philosophy</td>
<td>Join iTaLI-based HEA sessions as relevant&lt;br&gt;HEA Conversation</td>
</tr>
<tr>
<td><strong>Submissions</strong></td>
<td>Proposal/ Pitch for endorsement and/or funding (if available)</td>
<td>1. Paper/ Presentation&lt;br&gt;2. HEA portfolio</td>
</tr>
</tbody>
</table>

TLP = Teaching and Learning Project; HEA = Higher Education Academy; CPL = Continued Professional Learning

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7 Mentorship will follow UQ’s RHD advisor model (PPL 4.60.01) whereby the mentor helps with process and pathways but not in content/ direction development.
3. Implementation

3.1 Operation

For the pilot (Semester 1 and 2, 2019), the TeachingPlus@UQ team will recruit a pool of people to support the TeachingPlus@UQ project team as observers and critical friends including ITaLI staff and academics who have facilitated, observed and/or attended the Teaching@UQ program, HEA fellows, and others as recommended by Faculties and Schools.

In the longer term, TeachingPlus@UQ will be transferred to ITaLI for their ownership and operation using the same transfer process as for Teaching@UQ, and the Graduate Teaching Associate (GTA) program.

The project team will consult with Faculty Executive Committees, the Value Teaching Steering Group (VTSG), and work with UQ’s Staff Development Committee to ensure the program integrates into relevant HR systems for recognition of program completion.

3.3. Evaluation

The project will develop a sustainable approach that demonstrates effectiveness of the program in consultation with stakeholders. Expected measures of success will include:

- number of Faculties and Schools willing to promote TeachingPlus@UQ;
- longitudinal data sourced from participants, including their feedback, and outcomes of any work initiated within the program;
- number of participants completing the program as accredited HEA Fellows; and
- feedback from ADAs and other stakeholders.
Appendix A: UK Professional Standards Framework (PSF) Descriptors

### Which category of fellowship?

<table>
<thead>
<tr>
<th>I am a...</th>
<th>Category</th>
<th>Requirements for Fellowship Category</th>
<th>What does your application need to demonstrate?</th>
<th>Examples of staff who may wish to apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHER</td>
<td>Associate Fellow (AF)</td>
<td>Teaching and/or supporting learning responsibilities&lt;br&gt;&lt;br&gt;In order to apply for Associate Fellowship of the HEA you will need to be a member of staff (academic, support, technical) with a minimum of two years’ experience in a role which includes some teaching and/or supporting learning responsibilities</td>
<td>- You have a successful track record of effectiveness in relation to the teaching and/or supporting learning aspects of your role and are able to critically reflect on your practice.&lt;br&gt;- Your teaching and/or supporting learning practice meets all six areas of Descriptor 1 of the UKPSF, as well as relevant aspects of the UKPSF Dimensions:&lt;br&gt;  o At least two of the Areas of Activity&lt;br&gt;  o At least KS and K2 of the Core Knowledge&lt;br&gt;  o Appropriate Professional Values&lt;br&gt;&lt;br&gt;- Staff new to teaching&lt;br&gt;- Staff with a limited teaching portfolio or teaching part-time&lt;br&gt;- Early career researchers with some teaching responsibilities, e.g. PhD students, contract researchers, post-doctoral researchers, research associates, research-focused academics&lt;br&gt;- Staff who support academic provision, e.g. learning designers, technicians, demonstrators, learning resource/library staff&lt;br&gt;- I Sessional teachers, tutors and teaching assistants</td>
<td></td>
</tr>
</tbody>
</table>

The key difference between the Associate Fellow and Fellow category is that Associate fellows are likely to have teaching and/or supporting learning responsibilities within their job roles, whereas Fellows will have more substantive and broad-based teaching and supporting learning roles and are likely to have greater autonomy/responsibility for planning learning environments, activities and assessment methods, providing feedback to learners, evaluating teaching effectiveness and engaging in quality assurance and enhancement processes. Associate Fellows are likely to be able to demonstrate an understanding of specific aspects of what makes effective teaching and how to support student learning, whereas Fellows should be able to demonstrate a broader understanding of effective approaches to teaching, supporting learning and how students learn, both generally and within their subject/discipline area.

| LEADER OF LEARNING | Fellow (F) | Broad-based experience of teaching and/or supporting learning<br><br>In order to apply for Fellowship of the HEA you will need to be an experienced member of staff (academic, support, technical) with a minimum of three years’ broad-based experience of teaching and/or supporting learning | - You have a successful track record of effectiveness in relation to teaching and/or supporting learning and are able to critically reflect on your practice.<br>- Your teaching and/or supporting learning practice meets all six areas of Descriptor 2 of the UKPSF, as well as all aspects of the UKPSF Dimensions: All Areas of Activity, Core Knowledge and Professional Values. | - Course coordinators, program conveners of programs with small cohorts and small teaching teams (often postgraduate programs)<br>- Experienced researchers relatively new to UG or to teaching,<br>- Clinicians and academic adjuncts with teaching responsibilities<br>- Staff who support academic provision and have substantive teaching and/or supporting learning responsibilities |

The key difference between the Fellow and Senior Fellow category is that Senior Fellows will have leadership roles and responsibilities that Fellows do not. This means that Senior Fellows will organize, lead and/or manage specific aspects of teaching and learning provisions and will be able to demonstrate the successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals or teams) in relation to teaching and learning. Crucially, Senior Fellows must be able to evidence that through their leadership roles/responsibilities they have had an impact on the teaching and/or supporting learning practice of others with whom they work. Although Fellows may have some leadership roles/responsibilities, for Senior Fellow leadership will be the central focus of the application.

| LEADER OF TEACHERS | Senior Fellow (SF) | Leadership roles/responsibilities related to teaching and/or supporting learning<br><br>In order to apply for Senior Fellowship of the HEA you will need to be an experienced member of staff (academic, support, technical) with significant experience of leadership roles/responsibilities related to teaching and/or supporting learning | - You have a successful track record of effectiveness in relation to a) teaching and/or supporting learning (and b) leadership roles/responsibilities related to teaching and/or supporting learning, and are able to critically reflect on your practice.<br>- Your teaching and/or supporting learning practice meets all seven areas of Descriptor 3 of the UKPSF, as well as all aspects of the UKPSF Dimensions: All Areas of Activity, Core Knowledge and Professional Values. | - Program conveners of large undergraduate programs<br>- Experienced academic staff with significant responsibility for organizing, leading, and/or managing specific aspects of teaching and learning provisions<br>- Experienced staff with departmental or wider teaching and learning support, management/ advisory responsibilities within an institution<br>- Staff who support academic provision and have substantive teaching and/or supporting learning responsibilities, as well as leadership responsibilities |

The key difference between the Senior Fellow and Principal Fellow category is that the leadership roles and responsibilities of Principal Fellows will be at a more strategic level within the university than those of Senior Fellows. Whereas Senior Fellows are likely to have leadership roles/responsibilities at the school, discipline or programme level, Principal Fellows will have responsibilities which have impact across the institution and/or will be able to demonstrate the influence of their teaching scholarship nationally and/or internationally.

| INSTITUTIONAL/DISCIPLINE LEADER | Principal Fellow (PF) | Strategic leadership roles/responsibilities related to teaching and/or supporting learning (either at the institutional, national or international level) | - You have a successful track record of effectiveness and impact at a strategic level in relation to teaching and supporting learning and are able to critically reflect on your practice.<br>- Your professional practice meets all five areas of Descriptor 4 of the UKPSF, as well as all aspects of the UKPSF Dimensions: All Areas of Activity, Core Knowledge and Professional Values. | - Highly experienced/senior staff with strategic leadership responsibilities in relation to teaching and supporting learning<br>- Academic or professional staff with responsibility for institutional strategic leadership and policymaking in the area of teaching and learning<br>- Staff who can evidence strategic impact and influence in relation to teaching and learning that extends beyond UQ. |

Adapted from tool developed by Dr Sophie Bessant, Keele University, updated November 2017
### Appendix B: Benefits and Beneficiaries of the *TeachingPlus@UQ* program

<table>
<thead>
<tr>
<th>Beneficiary</th>
<th>Immediate</th>
<th>Long Term</th>
</tr>
</thead>
</table>
| **Program participants** | • job satisfaction in providing more effective teaching and enhancing student learning  
• involvement with, and action on the different aspects of UQ’s strategic T&L directions  
• knowledge and experience in planning, implementing and evaluating a contextually relevant action project  
• opportunity to network with colleagues  
• appreciation of UQ’s T&L strategies | • increased T&L and leadership capacity of UQ academics  
• new ideas brought to Schools  
• a sense of belongingness and being valued  
• appreciation of roles as agents of change  
• opportunity to become Fellows or Senior HEA fellows  
• establishment of a network of professional collaborators/partners  
• opportunity to publish project findings |
| **Students** | • realisation of benefits from implementation of student strategy initiatives  
• flow on effect to students and their learning through the delivery of renewed courses/programs through evidence-based initiatives  
• better engagement  
• better assessment practices | • positive attitude towards learning, the teacher/course/program/institution  
• increased student recruitment/retention |
| **Other academics (who facilitate, observe and/or mentor for the program)** | • establishment of a cohort of T&L and HEA mentors | • involvement and engagement UQ’s Communities of practice in T&L |
| **Institution (Schools/Faculties/UQ)** | • staff’s involvement and engagement with the different aspects of UQ’s T&L Strategy  
• informed ‘corridor conversations’ around T&L | • enhancement of UQ’s Communities of practice in T&L  
• increase in number of Fellows and Senior HEA Fellows |

**Note:** Yellow highlights indicate items identified by TLC chairs at the TLC Forum, 15 March 2018.
Appendix C: TeachingPlus@UQ Expression of Interest (Draft)

Expressions of interest are called for participation in TeachingPlus@UQ in Semester 1, 2019.

To be eligible you must:

- have at least two years teaching experience;
- be an employee of The University of Queensland;
- be able to implement a teaching innovation in a program or course; and
- commit to:
  - attend six (6x) 2 to 3-hour workshops across the year;
  - participate in peer review, peer coaching and mentoring activities;
  - design, implement and evaluate an innovation through a Teaching and Learning Project (TLP);
  - produce a portfolio for HEA accreditation (optional); and
  - develop and share resources via a final conference and a brief report.

Applicant details

<table>
<thead>
<tr>
<th>Full name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td></td>
</tr>
</tbody>
</table>

Describe your teaching experience in 2 or 3 sentences.

Where might you implement a teaching innovation (e.g. course or program) and what might it be?

What benefits do you anticipate for you and your teaching through TeachingPlus@UQ?

Are you interested in becoming a fellow of the Higher Education Academy? At what level?

Do you have a T&L mentor? If so, who?

I certify that:

i) To the best of my knowledge, all the details on this application form are true and complete.

ii) I will comply with all necessary UQ policies and procedures, including gaining ethical clearance where necessary, in discharging my responsibilities under this grant.

iii) I will attend all workshops and Set meetings.

Signature of Applicant ___________________________________________________________________ Date

Approval: TLC Chair __________________________________________ Date: __________

Head of School __________________________________________ Date: __________