THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

GTA Program Handbook

Contents

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
- Professional standards for university educators: the Professional Standards Framework (PSF).

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.

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's 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 (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 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 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:

1. Submit and hold RA2 approval.

2. Ensure your GTA Mentor or Course Coordinator is an *anatomy staff member* with current GAF access rights.

3. 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.

4. Ensure GAF activities and procedures are not posted or discussed online in any format.

5. Ensure your GTA reports maintain donor confidentiality and do not include sensitive information relating to anatomical specimens.

6. 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.

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 (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:

- 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.

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 6 workshops that are between 2 and 3 hours in duration and three 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 modules 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 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 July and December, for semester 2.

The program schedule is outlined in the table overleaf.

Weeks outlined are subject to the scheduling requirements of presenters and may change. A confirmed timeline will be circulated to accepted applicants.

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 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)	
Deadline 1				
Deadline 2				

Further details about learning outcomes are provided in Table 2 overleaf.

Table 1: Learning Outcomes of the GTA Program

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

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 possible formative assessment tasks (i.e. learning activities). Full details for each activity will be available on Blackboard.

Table 2: Formative assessment tasks in the GTA program

	Activity	Assessment Description	PSF Dimension
i)	Self-reflection	Reflect on how tutors and GTAs can align their practices to the UQ Code of Conduct	K6, V4
ii)	Teaching Observation 1	Conduct and reflect on a teaching observation in GTA's School or Faculty	A2, K5
iii)	Teaching Philosophy	Write a teaching philosophy statement	A4, K1, V4, K6
iv)	Lesson Plan Activity	Develop a lesson plan outline for one of the GTA's tutorials and reflect on the design techniques adopted	A1, A2, K1, V1
v)	Conduct Peer Observation	Observe a GTA peer and obtain a corresponding observation from your peer	A1, A2, K5, V3
vi)	Develop and implement online resource	Develop a video (minimum 2-minute) that would complement a lesson in the course being tutored and reflect on the video as a learning resource for students.	A1, A2, A4, K1, K2, K3, K4, K5, V1, V2, V3
vii)	Teaching Observation 2	Conduct and reflect on a teaching observation of one lecturer from Open Course Scheme	A2, A4
viii)	Assessment Review Activity	Identify an assessment task, which is considered poorly aligned to the Learning Objectives of your course, and modify it accordingly	A3, V3
ix)	Reflection on Resource Development or Lesson Plan	Implement the online resource you developed in your tutorial. 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.	**A1, A2, A4 K5, K6 V3**
	HEA Application	See below for details	ALL

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.

Participants are also expected to comment on their peers' submissions.

HEA Associate Fellow Application

At the conclusion of the workshop series, you will be invited to submit an application 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. 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 submit an application 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.

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 typically 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 (K3) to reference the relevant Core Knowledge dimension.

Note that any bibliographical references are not 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.

Please refer to Appendix 1 for a sample of the template. You will be able to access an editable version of this template from the GTA Blackboard site once enrolled in the program.

Authentication of Practice Reports

Your application needs to be verified by two documents: a Peer Review Report, and a Statement 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.

The Peer Review Report attaching to your application will have been completed with a peer in the GTA Program as part of the formative Peer Observation task. The template and guidance for this task will be available on the GTA Blackboard site.

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 submitting an application via the HEA@UQ program. 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.

How do I submit my final application?

The Associate Fellowship Application is to be submitted online, using the link in Blackboard.

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 reviewer 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 you are unsuccessful, you will be given guidance by your peers on how to re-submit. The panel will make detailed comments on your application against the PSF and will provide feedback 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 evidence is sufficient 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:	The evidence is insufficient and the candidate may then use the guidance to revise and resubmit an application for Fellowship.
	If the assessors feel you need a little more work to, for example, clarify aspects of the submission, or to demonstrate Core Knowledge or Professional Values more fully, you will be offered the opportunity to revise and resubmit the original application with additional material (highlighted via 'Track Changes' or text in a different colour). Feedback will be offered outlining what you need to do for your re-submission. You will need to re-submit and a minimum of 4 weeks is provided to you to do so. You may submit at any submission deadline following the receipt of your application outcome.

Reapply	An applicant will be invited to reapply if the panel considers that:
	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.
	the applicant will be unable to meet the criteria for their chosen Fellowship category. 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). 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 two years to gather further evidence for the chosen (original) Fellowship.
Refer	A consensus cannot be reached by the Review Panel
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 takes action and reports back to the HEA@UQ Management Board.

The Review Panel decisions will be referred to the HEA@UQ Management Board for endorsement, who subsequently provide recommendations for the approval of the Pro-Vice-Chancellor (Teaching and Learning).

The review process takes approximately **12 weeks** (whether a first submission or a revised submission), to allow sufficient time for the HEA@UQ Review Panels, External Moderation, HEA@UQ Management Board and the PVC(T&L) to fulfil their review and quality assurance responsibilities.

What is the format and process for re-submission?

Should your portfolio be referred back to you for re-application, you will be afforded a minimum of one month (30 days) to address the comments provided and resubmit. You may use as much time as you need to address the feedback, but are requested to resubmit your application within 12 months.

All Resubmissions will be linked to your original application and re-submitted through **Apply.** Your resubmission will be reviewed by the same reviewers wherever possible. Please use track changes or a different coloured font to highlight where you have addressed the feedback.

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

- Further evidence required and the maximum additional word count

- Date of resubmission;

- How to resubmit; and

- Who to contact for additional support.

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 the original assessors, 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 should be examined; and

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

Where any of the original assessors are not available to review the resubmission, then a replacement assessor will be substituted. The replacement assessor will be asked to familiarise themselves with the entire application, but would not be able to request that the applicant amend previously approved elements of the application.

The Chair of the Assessment Panel will consider the reviewers' recommendations and comments regarding the revised submission and will executively confirm the agreed outcomes and advise the HEA@UQ Management Board.

If you are unsuccessful after resubmission, the Assessment 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-submission will be accepted within a two-year period.

What are the processes for review moderation, grievances and appeals?

All review processes are ratified by the HEA@UQ Management Board, which is chaired by the Director of the Institute for Teaching and Learning Innovation (ITaLI). The HEA@UQ Management Board is responsible for quality assessment and ratifying decisions made by Review panels. The Board approves assessment decisions made by the panels, which are then ratified by the Pro-Vice-Chancellor (Teaching and Learning). .

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 Director of ITaLI for consideration. For an appeal to be successful, the Director of ITaLI must be satisfied that the procedural error had substantial and significant impact on the decision. The decision of the Director of ITaLI is final.

An external moderator will moderate review processes. This moderator is an HEA expert assessor external to UQ who is specifically employed as a consultant to verify the review process. The moderator will sample a random selection of 10% of reviewed 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?

You will be invited to submit an application for HEA Fellowship. On successful completion of this activity, we will invite you to an HEA@UQ Celebration Event held in Teaching and Learning Week each year, and you will be welcomed into the community of Fellows across the University.

Your participation will be noted in the HR management system as a record of your professional learning. Successful award of your Associate Fellowship will be noted in your Individual Activity Profile.

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 Workday 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 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 Template

1. Applicant Details

UQ Username	
Family Name	
First Name	
Title	
School	
Faculty/Division	
Email	Phone Number:

2. Application Checklist

Item	Requirements	Complete ☒
Your Teaching Context	An overview of the context in which you teach (200 words)	☐
Your Teaching Philosophy	The beliefs that underpin your practice – and how you know that these are worth putting into practice (300 words)	☐
Account of Professional Practice (APP)	Aim to write approximately <u>500 words</u> for each of the two Areas of Activity you have chosen. NOTE: Overall your Application (teaching context, philosophy and APP) should not be more than <u>1,500 words</u>.	☐
Bibliography	Any references you choose to include in the APP will be accommodated <u>in addition</u> to your overall word count.	☐
Peer Review Report	The peer review report should be <u>1-2 pages</u> approximately. Please check that the report template has been correctly completed and is submitted on the correct template.	☐
Statement of Support Report	The statement of support should be 1-2 pages and from a person who complies with the following conditions: • 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.	☐

3. Your Teaching Context

Describe your teaching context. Outline discipline areas, class sizes, year levels and types of teaching in which you engage.

Response (200 words approx.)
<<sample text>>

4. Your Teaching Philosophy

Outline the beliefs, approaches and research that underpin your practice

Response (300 words approx.)
<<sample text>>

5. Account of Professional Practice

Area of Activity One

Please indicate the first Area of Activity you are responding to in your application:

☐ A1 Design and plan learning activities and/or programs 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

Response (500 words approx.)
<<sample text>>

Area of Activity Two

Please indicate the first Area of Activity you are responding to in your application:

☐ A1 Design and plan learning activities and/or programs 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

Response (500 words approx.)
<<sample text>>

6. Bibliography

Reference List (not included in word count)

Sample Text

7. Application Submission

Submit your AFHEA Application via **Apply** by the due date.