

## HEA@UQ | Program Handbook



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# The Higher Education Academy Fellowship Scheme

## What is the HEA Fellowship Scheme?

HEA Fellowship is a professional recognition scheme for university educators, which provides international recognition of individual and institutional commitment to professionalism in teaching and learning in higher education. The scheme is administered by Advance HE in the UK.

HEA Fellowship provides academic and professional staff with recognition of their practice, impact and leadership of teaching and learning across four categories, from Associate Fellow to Principal Fellow.

Increasingly, HEA Fellowship is being considered in recruitment and promotion decisions in higher education institutions across the world. HEA Fellowships are embedded in the UK and have been adopted by increasing numbers of higher education institutions globally, from the Americas to Australasia.

HEA Fellowship is valued on account of:

- International recognition of commitment to professionalism in teaching and learning in higher education;
- Demonstration that practice is aligned with a set of externally referenced professional standards for university educators;
- Indication of professional identity for higher education practitioners, including the entitlement to use post-nominal letters;
- International portability of recognition of teaching capacity; and
- Participation in professional networks, including discipline-based networks.

The HEA Fellowship benchmarks self-reported applications against a series of criteria and standards called the **Professional Standards Framework**.

## What is the Professional Standards Framework?

The PSF was first developed in the United Kingdom in 2003. Revised in 2011, the PSF has two components:

1. **Descriptors** – a set of statements outlining the key characteristics of someone evidencing four broad categories of typical teaching and learning support roles within higher education.
2. **Dimensions** – a set of statements, illustrated in Figure 1 overleaf, framed around:
  - a. A series of higher education teaching and learning **Areas of Activity**;
  - b. An expectation of **Core Knowledge** that teachers have about the practice of those activities; and
  - c. A series of **Professional Values** that frame practice.

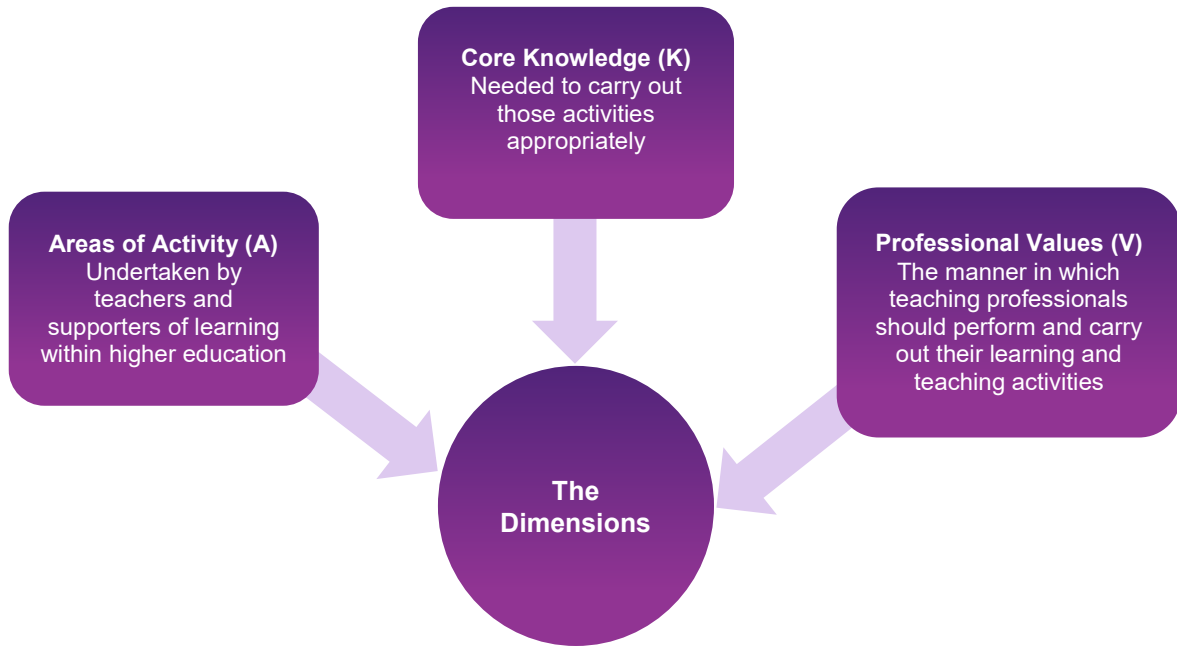


Figure 1: The PSF Dimensions

The Dimensions are the skills, knowledge and practices that university educators are expected to exhibit, or develop so that they can exhibit these attributes. Table 1 sets out these Dimensions in more detail. The Dimensions, in turn, map to the four Descriptors illustrated in Table 2. These Descriptors outline the expected fellowship level at which different types of educators with different levels of experience might exhibit these attributes.

Table 1: PSF Dimensions

<p>A1 Design and plan learning activities and/or programmes of study</p> <p>A2 Teach and/or support learning</p> <p>A3 Assess and give feedback to learners</p> <p>A4 Develop effective learning environments and approaches to student support and guidance</p> <p>A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</p>	<p>K1 The subject material</p> <p>K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</p> <p>K3 How students learn, both generally and within their subject/disciplinary area(s)</p> <p>K4 The use and value of appropriate learning technologies</p> <p>K5 Methods for evaluating the effectiveness of teaching</p> <p>K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</p>	<p>V1 Respect individual learners and diverse learning communities</p> <p>V2 Promote participation in higher education and equality of opportunity for learners</p> <p>V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</p> <p>V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice</p>
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Table 2: PSF Descriptors

Descriptor 1: Associate Fellow	Descriptor 2: Fellow	Descriptor 3: Senior Fellow	Descriptor 4: Principal Fellow
<p><i>Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning.</i></p> <p>Individuals should be able to provide evidence of:</p> <ol style="list-style-type: none"> <li>I. Successful engagement with at least two of the five Areas of Activity,</li> <li>II. Successful engagement in appropriate teaching and practices related to these Areas of Activity,</li> <li>III. Appropriate Core Knowledge and understanding of at least K1 and K2,</li> <li>IV. A commitment to appropriate Professional Values in facilitating others' learning,</li> <li>V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities,</li> <li>VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities.</li> </ol>	<p><i>Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning.</i></p> <p>Individuals should be able to provide evidence of:</p> <ol style="list-style-type: none"> <li>I. Successful engagement across all five Areas of Activity,</li> <li>II. Appropriate knowledge and understanding across all aspects of Core Knowledge,</li> <li>III. A commitment to all the Professional Values,</li> <li>IV. Successful engagement in appropriate teaching practices related to the Areas of Activity,</li> <li>V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice,</li> <li>VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices.</li> </ol>	<p><i>Demonstrates a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning.</i></p> <p>Individuals should be able to provide evidence of:</p> <ol style="list-style-type: none"> <li>I. Successful engagement across all five Areas of Activity,</li> <li>II. Appropriate knowledge and understanding across all aspects of Core Knowledge,</li> <li>III. A commitment to all the Professional Values,</li> <li>IV. Successful engagement in appropriate teaching practices related to the Areas of Activity,</li> <li>V. Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice,</li> <li>VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices,</li> <li>VII. Successful co-ordination, support, supervision, management and/ or mentoring of others (whether individuals and/or teams) in relation to teaching and learning.</li> </ol>	<p><i>Demonstrates a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning.</i></p> <p>Individuals should be able to provide evidence of:</p> <ol style="list-style-type: none"> <li>I. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments,</li> <li>II. Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)national settings,</li> <li>III. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning,</li> <li>IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.),</li> <li>V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices.</li> </ol>

## Why has UQ adopted the HEA Fellowship Scheme?

The University of Queensland (UQ) is committed to supporting the development and recognition of excellence in teaching and learning. The HEA@UQ program supports the UQ Student Strategy Goal 3: Dynamic People and Partnerships, and specifically Initiative 4: *Staff professional development and recognition provisions which aims to “Develop contemporary and comprehensive ongoing professional development provisions that support and reward teaching and learning performance and facilitate career progression”*.

The HEA Fellowship Scheme enables UQ to:

- Recognise quality teaching contributions;
- Ensure a high-quality learning, teaching and assessment experience for all students;
- Support the development of teaching and learning collaborations and networks;
- Provide creative, innovative continuing professional development in learning, teaching and assessment for all staff engaged in delivering programs at all categories, including those professional staff who support learning;
- Provide evidence of professionalism and excellence in academic practice through robust peer review of teaching; and
- Benchmark teaching and learning practices internationally.

To this end, UQ has engaged in a Strategic Partnership with Advance HE in the United Kingdom, the organisation that administers the HEA Fellowship Scheme.

## How does the HEA Fellowship Scheme work at UQ?

UQ’s partnership with Advance HE allows for multiple pathways of engagement with the HEA Fellowship Scheme. To determine the pathways most appropriate for you, you are first required to engage in a process of self-assessment using the HEA@UQ Self-Assessment Tools. This self-assessment will help you answer the following questions:

- Are you ready to apply for recognition now or should you engage with some developmental activities to hone your skills and gather evidence of practice first?
- If you determine you need to engage with developmental activities and gather evidence of your practice before applying, can you do this through picking and choosing from professional learning activities or will you need to engage with an introductory development program first?
- What Descriptor best suits your level of experience and expertise?

Figures 2 and 3 overleaf illustrate **four** possible pathways of engaging in the HEA Fellowship Scheme, depending on the outcome of your self-assessment:

1. **Development Activities:** You are not ready for a recognition program and will need to develop skills in the Activity, Knowledge and Values Dimensions required for successful completion of an HEA Fellowship;
2. **GTA program:** You have limited teaching expertise and need to develop the necessary skill sets through the developmental Graduate Teaching Associates (GTA) program;
3. **HEA@UQ program:** You have evidence of the expertise and experience to meet the requirements of the Associate Fellow, Fellow or Senior Fellow Descriptors and should engage in the HEA@UQ program – a recognition program that supports those with teaching and learning experience and expertise gain recognition of that expertise through a robust peer review process; or

4. **Direct Principal Fellow application:** You have evidence of national or institutional leadership and are eligible to apply for Principal Fellow status.

Two of these pathways are facilitated through programs that have been accredited by the HEA:

**Graduate Teaching Associates (GTA)** and **HEA@UQ**. If you participate in one of these two programs, you will be assessed by UQ peers (HEA@UQ Assessment Panels) and your HEA Fellowship status, once awarded, recognised by Advance HE in the UK.

The **Principal Fellow** pathway allows for up to 5 Principal Fellow applicants to be supported by UQ each year. An external mentor will be provided to help you prepare your application to submit directly to the HEA Fellowship Scheme in the UK for assessment by international assessment panels.

**The rest of this handbook provides information about the HEA@UQ program.** The Institute for Teaching and Learning Innovation (ITaLI) website has more information about the GTA program, the Principal Fellow support and other professional development programs. Visit <https://itali.uq.edu.au/uq-higher-education-academy-fellowship-scheme> for further details.

Figure 2: HEA Fellowship (Associate Fellow, Fellow, and Senior Fellow) pathways at UQ

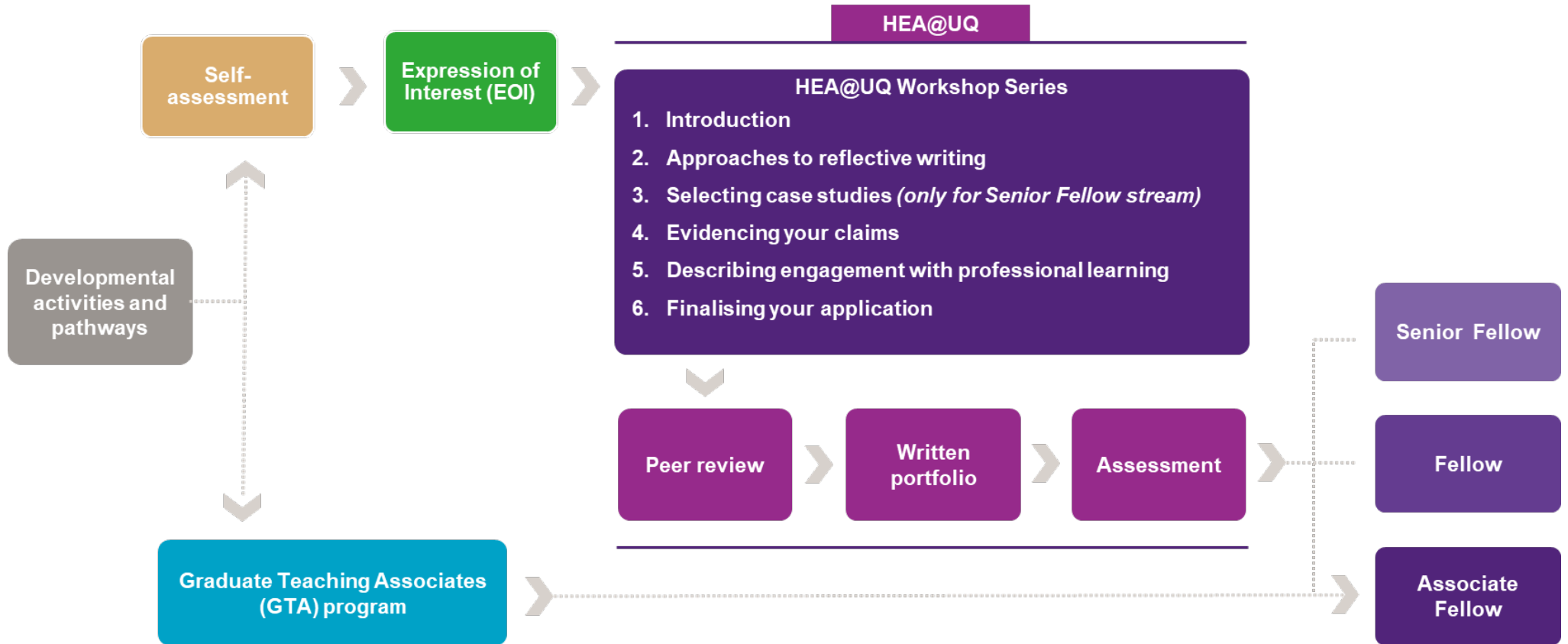
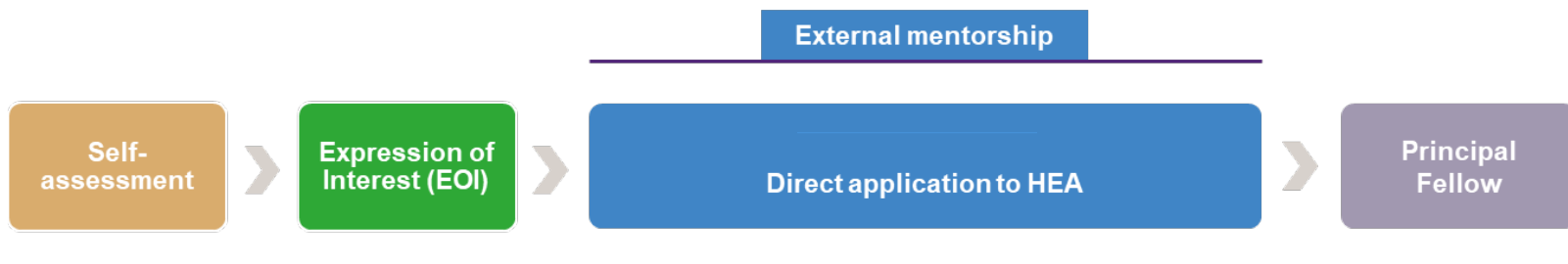


Figure 3: HEA Fellowship (Principal Fellow) Pathway at UQ.





## The HEA@UQ Program

### What is the HEA@UQ Program?

The HEA@UQ program supports academic staff, professional staff who support teaching and learning and PhD students to draw on the PSF to work towards recognition as one of 3 different categories of HEA Fellowship:

- Associate Fellow – those with a limited teaching and learning portfolio (Descriptor 1)
- Fellow – those with substantive teaching and learning responsibilities (Descriptor 2)
- Senior Fellow – those with responsibility for the organisation, leadership and/or management of specific aspects of teaching and learning (Descriptor 3)

The HEA@UQ Management Board select up to 100 participants each semester from the pool of Expressions of Interest that have been submitted. Participants will be select on the basis of evidence provided. The Board may choose to call on Heads of School or alternative data sources to aid decision making.

There are no restrictions based on Descriptors / Fellowship categories and assessment panels will be formulated based on demand. Prospective applicants will be notified via email when they have been accepted to a cohort of Fellows. Unsuccessful applicants will receive feedback and advice regarding the proposed Descriptor or the evidence of experience if it appears too early in a career or that a different Descriptor might be more appropriate based on the evidence provided in the application.

HEA@UQ program participants prepare a written application which maps their teaching experience to the PSF. Applicants use a template to draft their application. The template includes:

- your philosophy of teaching;
- evidence supporting your claims around your practice;
- a report of peer review of your teaching; and
- a statement of support (or teaching reference) provided by a HEA and Fellow; an educational leader at UQ (such as a UQ or National award winner or grant recipient) or a recognised external teaching expert.

This written application is then peer reviewed by UQ's HEA@UQ Assessment Panels – peers who have already attained HEA Fellowship status.

### What's in it for me?

Through participating in the HEA@UQ program, 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.

The HEA@UQ program provides participants with the opportunity to not only to gain credit for what they have already achieved, but also to plan and work towards future development. On successful completion of the program you will be recognised with a relevant HEA Fellowship and be entitled to use the post nominals AFHEA, FHEA or SFHEA (depending on level of application). These post nominals help you be recognised as a member of an international community of teachers and scholars of teaching and learning.

## What is the expected timeframe to develop a written application?

Applicants will be provided with five possible submission dates when accepted into the program. These will be outlined in the outcome letter provided to you confirming your outcome. A range of support activities are scheduled throughout this period.

As an applicant, you can expect to devote about the same amount of time to preparing an application as it takes you to draft a journal article or an application for promotion. If you are considering applying for a promotion, we recommend that you complete the HEA Fellowship application prior to submitting a promotion application. Not only will recognition as a Fellow provide evidence of external recognition or peer review of your teaching, it also helps you develop your teaching philosophy (or teaching statement for Form A) and evidence of the quality and impact of your teaching.

The HEA@UQ Program Team will contact you at the conclusion of the workshop series and invite you to nominate your preferred submission date. These program submission dates are all within the 12-month period following your acceptance into the program. This process allows you to plan for your submission and allocate time in and around your workload to devote to drafting your application.

Should you anticipate that you will not be able to complete your application by the semester deadline, it may be better for you to delay your application. Please liaise with the HEA@UQ team by emailing [professional.learning@uq.edu.au](mailto:professional.learning@uq.edu.au) as soon as you become aware of this issue. A team member will work with you to develop an appropriate support plan.

## I need to defer the submission of my application. What do I need to know?

Please be aware that if you are unable to submit your complete application at one of the submission cut-off dates within the 12 months following your acceptance in the program, you will be required to resubmit an Expression of Interest in the following year.

Please note that if you require a deferral for reasons relating to a career interruption (like extended and unexpected leave, or parental leave), you may defer for up to twelve months and recommence your application on your return to work. We will require an updated Expression of Interest for absences longer than this period.

# Developing an HEA@UQ Written Application

## What support can I expect?

You will be supported to develop your written application from the point of being accepted into the HEA@UQ program through to assessment of your application.

The support offered recognises that everyone has different needs, working arrangements and preferences for support. The support program combines centralised and local professional learning activities that are scaffolded, building capabilities incrementally. These activities include formal and informal professional learning and are offered in flexible modes, allowing for self-directed learning.

## Face-to-face Workshop Series

There are 6 workshops that are provided. You are required to attend Workshop 1, and are encouraged to attend as many as possible:

### Workshop 1: Introduction

This is the only support activity that has required participation. This workshop is offered as multiple iterations to ensure that everyone can access it: as a repeated face to face session on each of UQ's main campuses, and also as a webinar.

Engagement in this workshop is your first commitment to the process. It also provides you with crucial information about the PSF, the HEA Fellowship Scheme, the support structures and assessment options. It also introduces you to the genre of reflective writing about your practice – something that a number of our pilot participants told us was something that was new to them and was the biggest hurdle to overcome. It will also introduce you to the HEA@UQ team, some of the mentors and each other – the crucial network that is going to support you and your teaching from now on.

### Workshop 2: Approaches to Reflective Writing

Reflective writing forms an important element of your HEA application. This workshop aims to:

- Explore how to structure your reflection using the 4Rs for Reflective Writing;
- Engage in critical reflection; and
- Progress with drafting and developing your application.

### Workshop 3: Selecting Case Studies (Senior Fellows ONLY)

This workshop is only for the Senior Fellow stream and is designed to support Senior Fellows applicants in deciding what should be included in their case studies. All Senior Fellows are required to attend this workshop, which is available remotely and in a face-to-face mode.

### Workshop 4: Evidencing your Claims

This workshop aims to:

- Examine what accounts as evidence;
- Explore how to demonstrate engagement;
- Consider how to evidence professional values;
- Outline requirements for supporting statements and peer reviews.

### Workshop 5: Describing Engagement with Professional Development

This workshop aims to:

- Support you in developing a professional learning plan;

- Help you evidence A5 by helping you articulate how you have come to practice the way you do; and
- Develop a teaching philosophy.

### Workshop 6: Finalising your Application

This workshop aims to:

- Provide you an opportunity to raise any final questions you might have about your HEA Fellowship application or the HEA@UQ program.
- Outline the submission process for HEA Fellowship applications.
- Detail how HEA Fellowship applications are assessed and the associated timelines for assessment.

### Mentoring Support

You will be responsible for finding an individual mentor who will support your progress and provide feedback on your application. Refer to the **HEA@UQ Mentor Handbook** for information about finding a mentor, roles, and the mentoring process.

Your mentor will be a recognised teaching and learning leader or have a relevant HEA Fellowship and will work with you to help you understand what matters to you about how you teach and support learning and what development opportunities make most sense in that context.

Sometimes it happens that a mentor and mentee find it difficult to work together either for practical reasons or because the expectations of the mentor or the mentee are different. This being the case it is fine for you to contact [professional.learning@uq.edu.au](mailto:professional.learning@uq.edu.au) to advise of a change in mentor.

### Online Resources

An online repository has been established in Learn.uq.edu.au (Blackboard) providing:

- Timetables and calendars;
- Materials from support workshops;
- Recordings of webinars;
- Examples of applications, statements of support and peer reviews;
- Templates and guidelines; and
- Commentary and advice from previous applicants.

You will receive an email with the online resource location when your EOI has been accepted.

### Writing Retreat

The Writing Retreat is a 2-day retreat that provides applicants with the opportunity to:

- Share 'work-in-progress' and obtain feedback from peers in a collaborative environment;
- Have dedicated writing time; and
- Discuss their application with an experienced Fellow.

### Small Group Writing Time/Drop in sessions

These sessions are timetabled each week. They provide facilitated, dedicated writing time in an ITaLI space with a mentor on hand as needed. They are designed to support your writing, providing:

- A room in the Learning Innovation Building #17 LIB (or other appropriate space) where you can write, share and learn; and

- An experienced Fellow with whom to discuss your writing and your challenges.

## Administrative Support

The ITaLI team will support you by:

- Facilitating critical friend and mentoring support;
- Answering questions and providing guidance on possible pathways;
- Coordinating writing sessions; and
- Administering assessment panels.

## Developing the Written Application

Applicants are required to complete a written application template. The template requires you to provide evidence on how you meet the PSF criteria by reflecting on your teaching practice.

Each Descriptor has a different template with different requirements.

- Associate Fellow (Descriptor 1)
  - Application of approximately 1,500 words
  - Required to address **TWO** of the five areas of activity
  - Required to demonstrate a commitment to **appropriate** Professional Values in facilitating others' learning
  - Required to provide evidence of at least **Core Knowledge 1 and 2**
- Fellow (Descriptor 2)
  - Application of approximately 3,500 words
  - Required to address **all** the dimensions of the PSF
- Senior Fellow (Descriptor 3)
  - Application of approximately 6,500 words
  - Required to address **all** the dimensions of the PSF
  - Includes **TWO** case studies exemplifying practice. One case study should address what you have done to influence the teaching practice of other colleagues

Once complete, applications are assessed by the HEA@UQ Assessment Panels. Please refer to the Assessment section of this handbook for further information.

## What should my reflective writing focus on?

In order to achieve any category of Fellowship of the HEA through the HEA@UQ program you will need to reflect on how your experience aligns to the PSF. You will need to:

### 1. Provide evidence of your experience and achievements in teaching and learning – What have you actually done?

Provide concrete examples of Areas of Activity 1-4 (or two Areas of Activity for AFHEA). Area of Activity 5 is evidenced by your record of engagement with professional learning in section 2: "What have you learned and how has your learning informed your teaching?" Include information about:

- Your teaching activities of all kinds, including lecturing, tutoring, Personal Tutoring, 1:1 supervision;
- Your roles and responsibilities, both formal and informal;

- Your distinctive contribution, innovations, improvements, creativity;
- Examples of effective teaching; and
- Evidence of effectiveness.

**2. Demonstrate your engagement with continuing professional development activities – What have you learned and how has your learning informed your teaching?**

Provide at least one example of a professional learning activity relating to each area of Core Knowledge 1-6 for FHEA and SFHEA and at least one example relating to K1 and K2 for AFHEA.

Describe any professional learning activities in which you have engaged, such as:

- Formal and informal courses and workshops you have taken part in;
- On-the-job-learning;
- Feedback you have received from students, colleagues and externals;
- Experiences of observing/being observed;
- Reading about learning and teaching;
- Drawing on research into learning and teaching;
- Carrying out research into your teaching;
- Taking part in teaching and learning conferences;
- Participating in teaching networks; and
- Keeping up-to-date with your subject/discipline knowledge.

It is important that the activities you include took place no more than 5 years before your submission. At least some of these should have taken place in the past year.

**3. Define your understanding of teaching and learning – How have you made sense of your practice and development?**

Bring together your teaching experience, your professional learning and your reflections:

- Explore some topics in more depth;
- Critically evaluate your teaching practice;
- Evaluate your knowledge and understanding of learning and teaching;
- Reflect on your development as a teacher; and
- Identify your future development needs.

**4. Explain how you bring the professional values to life – How have you brought the values to life in your teaching?**

Provide evidence of your commitment to the Professional Values. What do you understand by each of the values? What do they mean for you, your students and your colleagues in your context? Give some clear examples of what you have actually done to bring these values to life in your teaching.

## How do I authenticate my practice?

You will need to have your claims about your teaching validated by trusted experts. You will be required to provide a **statement of support from a referee** and a **report from a peer review** will be included with each application in order to authenticate and validate practice.

### Statement of support

- You will be expected to approach an HEA Fellow, an educational leader at UQ or a recognised external teaching expert to provide a statement of support that specifically addresses the relevant PSF descriptor. Your referee should use the *Statement of Support Report Template*.
- There is an expectation that the referee preparing a statement of support has been able to review and validate the final written application.

### Peer review reports

- You will be expected to include a report of a peer review of your teaching. Peer reviews should be broader than just teaching observations. Ideally, they explore and validate aspects of your teaching practice. You should identify these aspects in conversation with your peer reviewer. They could include aspects such as your curriculum alignment, assessment design, learning activity planning or teaching materials. Senior Fellow applicants could also request peer review of their leadership in teaching and learning.
- Peer reviewers should be able to draw on the PSF when reviewing your practice. Participants are responsible for approaching a suitable educational leader to conduct this review, based on guidance provided by ITaLI.
- Peer reviewers should use the *Peer Review Report Template* to develop the report. This report explicitly references elements of the PSF.

Normally mentors do not provide references for their own mentees.

## Assessment

### How do I submit my application for assessment?

The final submission is achieved by completing and submitting your written application to the HEA@UQ Assessment Panels.

All written applications are submitted via the Turnitin submission tool in the HEA@UQ Blackboard site. Be aware that the [Student Integrity and Misconduct policy](#) applies to all submissions. You might wish to review the [academic integrity webpage](#) if you are not familiar with this policy.

Note that your application will be held on record for a period of 3 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 Facilitator via [professional.learning@uq.edu.au](mailto:professional.learning@uq.edu.au) should you wish to access copies of your application during the archive period.

### Who will assess?

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

Panels assessing AFHEA and FHEA will consist of two trained and experienced internal assessors with at least FHEA. Decision-making will be moderated by the external reviewer who will review 10% or a minimum of 6 submissions per category.

Panels assessing SFHEA will include one external assessor and two trained and experienced internal assessors, who will have at least SFHEA.

Applications will be distributed to the HEA@UQ Assessment Panels as per Table 3.

*Table 3: Assessor allocation*

Fellowship Category	Total	Fellows	Senior Fellows	Externals
Associate Fellows	2	2	–	–
Fellows	2	1	1	–
Senior Fellows	3	–	2	1

Figure 4 overleaf illustrates the assessment process from the point of submission to the point of notification of success or need for re-submission.



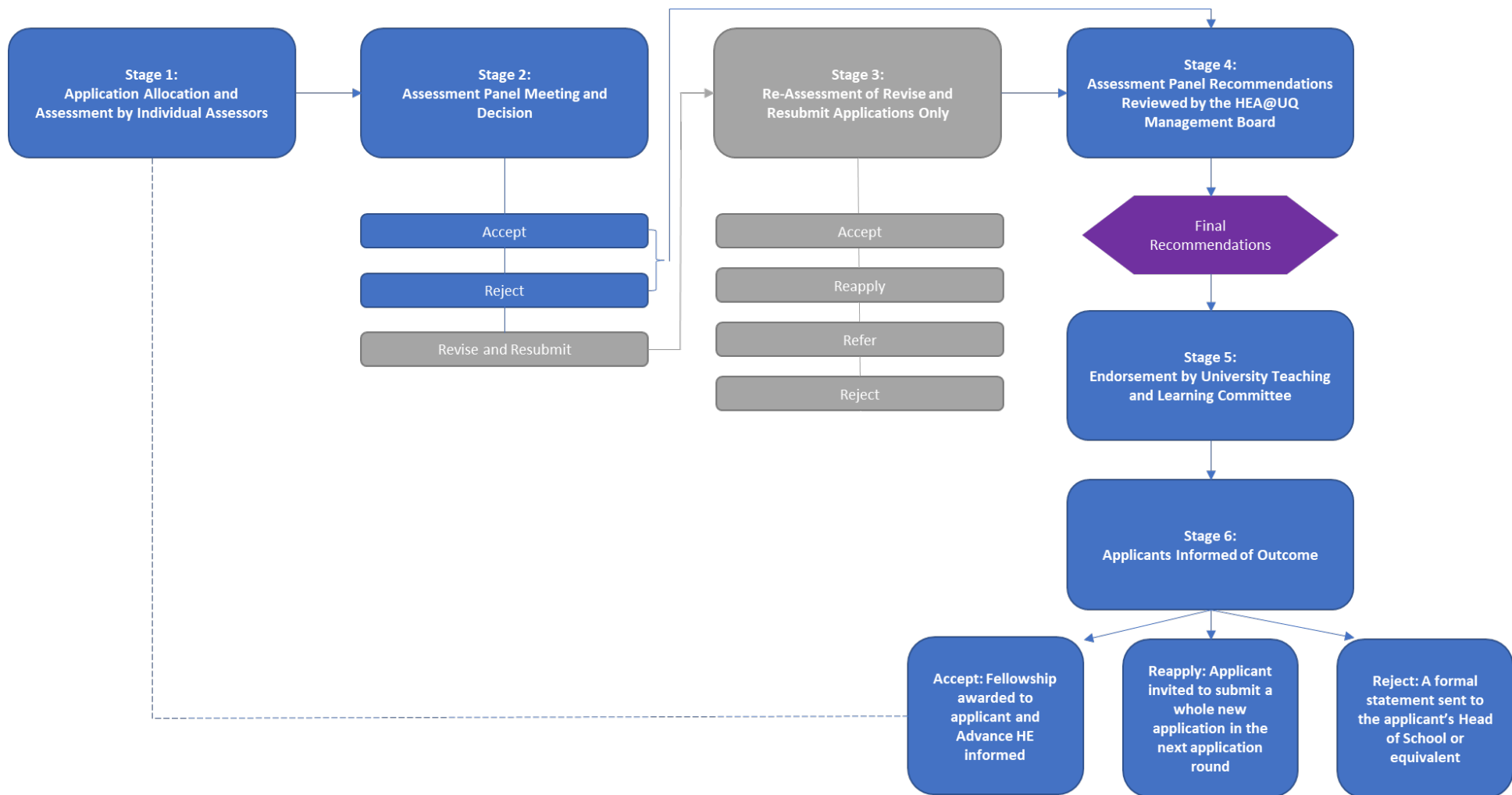


Figure 4: Flowchart of Ratification of Assessment Outcomes

## What Assessment Processes and Criteria will be used?

Your written application will be sent to a HEA@UQ Assessment Panel. The panel will make detailed comments on the application against the PSF and provide feedback in accordance with the feedback templates. See the *Guidelines for Assessors* handbook for the assessment criteria used by Assessment Panels.

The following judgements will be used:

<b>Accept</b>	The evidence is sufficient to grant the category of Fellowship of the HEA applied for. Feedback comments will only provided on accepted applications if there are substantial strengths which it would be good to share with the applicant or more widely.
<b>Revise and Resubmit:</b>	<p>The evidence is insufficient and the candidate may then use the guidance to revise and resubmit an application for Fellowship.</p> <p>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 within 4 weeks.</p>
<b>Reapply</b>	<p>An applicant will be invited to reapply if the panel considers that:</p> <ul style="list-style-type: none"> <li>• <b>the submission overall needs considerable work.</b> Applicants will be invited to re-submit the whole application as a new submission in the next application round.</li> <li>• <b>the applicant will be unable to meet the criteria for their chosen Fellowship category.</b></li> </ul> <p>The Panel will recommend that the applicant re-submits for a different category, if appropriate (i.e. when the applicant does not already hold that particular Fellowship). 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.</p>
<b>Refer</b>	A consensus cannot be reached by the Assessment Panel
<b>Reject</b>	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 HEA@UQ Assessment Panel decisions will be referred to the HEA@UQ Management Board for endorsement, who subsequently provide recommendations for the approval of the Deputy Vice-Chancellor (Academic).

The assessment process takes a minimum of 12 weeks (including the resubmission process), to allow sufficient time for the HEA@UQ Assessment Panels, HEA@UQ Management Board and the DVC(A) to fulfil assessment responsibilities.

## What is the format and process for resubmission?

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

- Further evidence required;
- Approximate wordage;
- Date of resubmission;
- How to resubmit; and
- Who to contact for additional support.

You will have a minimum of four (4) weeks to revise your application and resubmit. Resubmissions need to be made through Turnitin in Blackboard. Notify the HEA@UQ team via email ([professional.learning@uq.edu.au](mailto:professional.learning@uq.edu.au)) that the application has been resubmitted.

### Assessment 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 assessment moderation, grievances and appeals?

It is your responsibility to notify the HEA@UQ team via [professional.learning@uq.edu.au](mailto:professional.learning@uq.edu.au) of any circumstances beyond your control that may have had a significant adverse impact on your submission. This notification should be done as soon as possible, and in any event, before the assigned Assessment Panel makes a decision.

The decision-making process in the HEA@UQ program is iterative, involving combined decision-making by the HEA@UQ Assessment Panel, which is endorsed by the HEA@UQ Management Board and subsequently approved by the DVCA.

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

If you are unhappy with the way in which the assessment was carried out, you may have grounds for appeal. Please note that the appeal can only be about the adjudication process, not the decision of the panel.

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 ITaLI Deputy Director, Higher Education, 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 ITaLI Deputy Director, Higher Education, before an appeal proceeds to the Pro-Vice-Chancellor (Teaching and Learning) for consideration. For an appeal to be successful, the PVC (T&L) must be satisfied that the procedural error had substantial and significant impact on the decision. The decision of the PVC (T&L) is final.

## Future Directions

Achieving Fellowship is a process of recognising your professional skills as a university educator. So, once successful, take a moment to bask in glory! Well done!

### How do I participate in the ongoing community?

We ask that all Fellows feed back into the process in some way to enrich our teaching community. That may take the form of mentoring future applicants, contributing to the workshops or becoming an assessor for this route to Fellowship.

Mentors and Assessors are selected from existing Fellows (at the appropriate level) who have offered to support colleagues going through the process. Mentorship is advisory and supportive and is based on the experience of the mentor and the needs of the mentee. No formal framework is applied and where an arrangement is subject to difficulty, an alternative may be sought. Mentors are selected on account of their interpersonal skills, experience, and as role models for practice.

Mentor training is provided, as is training for assessors.

Becoming an HEA Fellow also gives you access to a community of practice via the HEA website – please take advantage of this resource and the opportunities it gives you in terms of contact, funding and collaboration.

### How do I remain in “Good Standing”?

Once you gain Fellowship recognition, you must continue to remain in good standing. The Higher Education Academy defines remaining in good standing as:

*“continuing to work in accordance with the standard indicated by the relevant Fellow Descriptor of the UKPSF”.*

Fellows are expected to continue to engage in professional learning activities to further enhance your teaching practice. As an HEA Fellow, you are expected to practice in accordance with the *HEA Code of Practice* [https://www.heacademy.ac.uk/system/files/downloads/Code\\_Of\\_Practice\\_0.pdf](https://www.heacademy.ac.uk/system/files/downloads/Code_Of_Practice_0.pdf). Failure to adhere to this code means that you will be de-registered.

## Where to next?

Over time, remember to reconsider your standing and if you feel that your contribution relates more closely to the next level of practice, consider applying for consideration at the next descriptor.



THE UNIVERSITY  
OF QUEENSLAND  
AUSTRALIA

AdvanceHE

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