



HERDSA Fellowship Professional Recognition and Development Scheme

Handbook for Registrants

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Welcome and introduction

Welcome to the HERDSA Recognition and Development Scheme. By applying to join the Scheme, you have signaled your intention to work towards preparing your portfolio and becoming part of an active International community of HERDSA Fellowship holders engaged in supporting and encouraging quality learning in Tertiary Education Institutions in the world.

The Fellowship Scheme is based upon three fundamental values of HERDSA:

- HERDSA places an emphasis on the development and improvement of higher education teaching and learning. While the Fellowship Scheme recognises standards of quality educational practice in higher education, it is first and foremost a professional developmental Fellowship Scheme.
- HERDSA is a scholarly society. Scholarly teaching and the encouragement of scholarship in teaching are fundamental values on which the Fellowship Scheme is based.
- HERDSA is a society founded on the concept of peer interaction. Peer review is a fundamental element of the Fellowship Scheme.

The purposes of the Scheme are to:

- improve the quality of educational practice across the higher education sector and thereby to improve the quality of student learning and academic development outcomes;
- enhance the professionalism of teachers¹ and managers;
- provide a way for universities to recognise and reward those who facilitate high quality learning;
- give individuals a means for making statements about the quality of their professional practice;
- provide opportunities for further professional development in cross-institutional groups;
- enable HERDSA to recognise and reward good educational practice through the process of peer review;
- provide a process for critical reflection into educational practice and the learning process;
- provide a forum for peer evaluation and dialogue; and
- provide a forum for discussion and dissemination of research and scholarship of teaching.

There are two distinct processes in the Scheme:

- a recognition process
- a developmental process.

The recognition process occurs through peer assessment, successful completion of which will result in the award of a HERDSA Fellowship. Continuing maintenance of the Fellowship will be secured through the developmental process; more information on the Professional Development side of the Scheme is available from the HERDSA website. We look forward to working with you to prepare and assess your portfolio and to seeing you later in development events.

By logging into the members section of the website using your last name and your membership number you will be able to submit your completed portfolio. Efforts have been made to produce a fair, honest and open process to obtain your Fellowship, as well as to strengthen the quality of the feedback process.

In the email acknowledging your registration you will be asked to state your preference about your mentor. A number of alternatives are available to you. They are:

1. You can nominate a mentor yourself in your own Tertiary Education Institution or near by so you can have face-to-face meetings. The nominated mentor will be sent the Guidelines on Mentoring.
2. You can choose to have no mentor provided that you read the Mentor/Mentee guidelines and submit to HERDSA a timeline you are working towards.
3. You can request HERDSA to allocate a mentor for you.

Please note that you are advised to contact your Mentor as soon as possible and negotiate a plan of action as you have a maximum of 18 months to complete your portfolio and submit it for assessment.

¹ "Teachers" is used to refer broadly to lecturers, part-time and casual tutors, academic developers, learning support advisors and other academic related staff with teaching responsibilities.

If you cannot submit your portfolio within 18 months of registering, please contact the HERDSA Office (office@herdsa.org.au), and you may be able to request an extension for situations beyond your control, such as illness or personal difficulties. Workload issues will not normally qualify for an extension, and you may be required to register again, including the payment of the \$50 registration fee, if you exceed 18 months.

Please note that in the HERDSA Fellowship:

- 'higher education' is taken to include 'tertiary education' and 'post-compulsory education';
- 'teaching' is used to refer to a wide range of activities in higher education which encourage and support learning: conventional higher education courses, online and distance education as well as academic development activities and learning support events and activities. Registrants are encouraged to respond to the criteria and standards in the way that best suits their particular situation.

Preparing your portfolio

The criteria for the HERDSA Fellowship Scheme are based upon **CHALLENGING CONCEPTIONS OF TEACHING: SOME PROMPTS FOR GOOD PRACTICE** (<http://www.herdsa.org.au/teaching.php>).

The areas to be considered have been updated to take account of developments in the scholarship of teaching and recent research on teaching and learning in higher education. Applicants are not expected to address all questions. They are provided as prompts only. Your mentor will help you to develop your response to the criteria.

The HERDSA Fellowship Portfolio

There are five parts to the HERDSA Fellowship portfolio:

Part 1 Introduction and Context for your Educational Practice (500 words maximum)

Part 2 Philosophy of Teaching Statement (500 words maximum)

Part 3 Statements and evidence addressing the HERDSA Fellowship Criteria or Principles of Good Practice

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|--------------|---|
| Criterion 1: | Educational practice demonstrates a concern for learning (500 words maximum) |
| Criterion 2: | Assessment encourages and supports learning (500 words maximum) |
| Criterion 3: | The needs of different participants are recognised and they are supported in their learning and development (500 words maximum) |
| Criterion 4: | The wider departmental/institutional/community context for learning is recognised and built upon in improving educational practice (500 words maximum) |
| Criterion 5: | Curricula are planned and innovation is introduced to enhance learning (500 words maximum) |
| Criterion 6: | Critical reflection to improve educational practice takes place in the light of evidence obtained from different types of evaluation (500 words maximum) |
| Criterion 7: | Research and scholarship (disciplinary and pedagogical) are used to enhance participants' learning (500 words maximum) |
| References: | Collated list of references used to support your statements |
| Evidence: | Appendices (10 pages maximum) |

Part 4 Reflective Statement (500 words maximum)

Part 5 Curriculum Vitae (8 pages maximum)

General points to note

Each criterion will be judged according to an acceptable/not yet acceptable standard. Gaining an 'acceptable' standard on each of the criteria, the philosophy of teaching, and the reflective statements is required to be awarded the Fellowship.

For each criterion there are three compulsory elements to write about:

1. Description and Outcomes (describe what you do, say why you do it and what the outcomes are)
2. Reflection and Learning (describe what you think about what you do and what you have learnt by doing this)
3. Further Development (indicate how you would do it differently in the future)

The discussion for each criterion must show evidence of critical reflection related to the required elements, and be consistent with your teaching philosophy. Reflection is your analysis of the effectiveness, the degree of success and the rationale behind your own practices and the lessons you have learnt from your approaches to educational activity.

HERDSA Fellowship assessors are asked to rate each part of your responses (Description and Outcomes, Reflection and Learning, Further Development) on a three-point scale where:

3 = appropriate evidence is clearly presented;

2 = evidence is not clearly presented, or is not consistent with your teaching philosophy;

1 = no evidence is presented

To gain a Fellowship, you need to satisfy both assessors that appropriate evidence is presented for **all three elements**. The criteria and standards based assessment process involved in obtaining your HERDSA Fellowship is collegiate and is a peer-based process involving mutual learning. This is based on **critical reflection** and **evidence** used to describe the values, level of competence and innovation in your professional practice. If you are using a Mentor, then you may want to use the self-assessment form in the Mentor/Mentee Handbook to assess your own work prior to presenting it to your Mentor. Once the Mentor receives your portfolio, s/he can also use the form to provide you with formative feedback to improve your portfolio. You may wish to view the Assessor's Handbook on the Fellowship website, so that you are familiar with the format of the assessment process.

Please note that 'evidence' means providing a **description** of the unit or artifact, **not** necessarily inclusion of the evidence itself. You may include up to 10 additional pages of evidence, but please be aware that the selection and presentation of evidence is part of the skill of crafting an effective portfolio. Evidence may include: citations from students and colleagues; student feedback data and how you have used it; extracts from course or unit outlines; photographs; diagrams; drawings; symbolic art; etc.

Evidence from previous Fellowship portfolios suggests that elaborating on one specific example in relation to each criterion is better than trying to cover everything.

Your choice of evidence and examples is up to you. However, your portfolio should include only examples and evidence covering contemporary aspects of your experience. You should include an **Introduction** to your portfolio describing the context of your educational practice. Your introduction should not exceed 500 words.

You should use the accompanying template, using Arial 11 point font or equivalent, to prepare your portfolio. If your educational practice cannot be adequately described using the accompanying template, you should seek permission from the Chair of the HERDSA Fellowship Committee (office@herdsa.org.au) to use an alternative format for your portfolio. If you do choose an alternative format, you are responsible for identifying clearly the three compulsory components for each criterion. *The maximum length of a HERDSA Fellowship application is 30 pages plus the cover sheet.* The cover sheet is the first page of the template. Applications should be submitted in electronic format (either Word or Adobe Acrobat pdf format), and electronic files should be 2 Mb maximum. If your application contains high resolution images, and the file size exceeds 2 Mb, you should submit 6 copies of your application on CD or DVD. If you use a CD, DVD or specifically developed website as your application, then the application, when printed, should not exceed the equivalent of 30 pages.

Administrative fees for your HERDSA Fellowship application consist of an initial \$50 registration fee and an additional \$200 assessment fee. When you first register on the HERDSA Fellowship website

you will be required to pay the initial \$50 registration fee. When you submit a completed portfolio for assessment, you will be required to pay the additional \$200 assessment fee. The fees are to pay for the considerable time it takes to administer the Fellowship applications and the assessment process.

Submission of your completed portfolio is through the HERDSA Fellowship web site

Detailed instructions for completing your portfolio

Part 1: Introduction and Context for your Educational Practice

Write no more than 500 words explaining the context for your educational practices and any personal comments you wish to make in relation to your portfolio. This section can be brief, and will not be an assessable component of your application.

Part 2: Philosophy of Teaching Statement

Write no more than 500 words explaining your philosophy of educational practice, including your principles and values, and what you try to do to encourage learning. Your particular philosophy of teaching will not be assessed, but your ability to describe how your philosophy is grounded in theory and practice, and the link between your stated philosophy and your descriptions for each of the 7 criteria below, will be assessed.

The philosophy statement should provide a rationale for your practice and outline its theoretical underpinnings. It may assist the assessors if you included references to the literature in order to illustrate your principles and values. You should outline what you understand by excellent teaching and briefly discuss your view of students and their learning. The role of evaluation, and professional development and how you disseminate your ideas about teaching should also be addressed. The values and principles articulated in your philosophy of teaching statement should be evident in your responses to each criterion elaborated below.

For a fuller account of the philosophy of teaching statement see the article by Schönwetter, D.J., Sokal, L., Friesen M., & Taylor, K. L. (2002). Teaching philosophies reconsidered: a conceptual model for the development and evaluation of teaching philosophy statements. *International Journal for Academic Development*, 7:1, 83-97. This article provides more detail but note that in this HERDSA Fellowship Portfolio only a brief statement (500 words) is required.

Part 3: Statements and Evidence Addressing the HERDSA Fellowship Criteria

Criterion 1: Educational practice demonstrates a concern for learning.

Teaching for learning: *Learning and skill development may be enhanced in many ways. However, in order to learn and develop skills and understanding in a subject or profession participants must actively engage themselves. Active engagement is assisted by such things as appropriate role models, precisely structured learning activities and by encouragement to think about learning processes.*

Describe your learning support strategies and your educational context, including why you do what you do and what the outcomes are. Include a description of what you think about what you do, what you have learnt by doing this and how you would do it differently in the future (500 words). Your evidence should include at least one specific example to demonstrate how your educational practice showed concern for learning. **Please indicate why this example was chosen.**

Some ways to think about how you can develop a response to this criterion are provided below; however remember that you do not need to address all of these

- How you show participants your enthusiasm for enhancing student learning.
- How you make a conscious effort to be an effective role model for thinking and practice in your profession or discipline.
- What steps you take to extend the range of learning activities that you draw upon in your teaching/academic development/learning support.
- How you allow for participants preferring to learn and participate in different ways.

- What approaches you use to help participants to reflect upon their own learning intentions, behaviour, and practice, and to develop effective skills for lifelong learning.
- How you frame questions to help participants learn effectively and/or how you encourage questions from participants and respond in a way that facilitates their learning.
- How you check that your explanations are clear to participants and/or how you respond when participants indicate difficulties with content, pace, emphasis or style.

Standards for assessing this criterion:

This criterion is assessed as acceptable or not yet acceptable. Remember that your description must include evidence of outcomes, reflection and plans for further development.

Criterion 2: Assessment encourages and supports learning.

***Assessing and giving feedback:** Approaches to learning are directly affected by the type of assessment that is used. Effective assessment strategies encourage participants to engage deeply with the content material of the course. Such strategies need to provide constructive feedback to participants as quickly as possible as well as being valid and reliable measures of achievement.*

Describe your assessment methods, including why you do what you do, and what the outcomes are. Include a description of what you think about what you do, what you have learnt by doing this, and how you would do it differently in the future (500 words). Your evidence should include a description of at least one example of an assessment and feedback, or responses of participants, to demonstrate how your practice supports learning. **Please indicate why this example was chosen.**

Some ways to think about how you can develop a response to this criterion are provided below; however remember that you do not need to address all of these:

- How you help participants develop habits of routinely assessing their own work.
- What strategies you use to provide immediate feedback to participants to help them improve their performance.
- How you identify for participants the specific strengths and weaknesses of their performance and offer precise feedback about how to improve.
- In what ways you ensure that your assessment methods accurately assess the learning outcomes that you intended **including** knowledge attitudes, behaviours and skills of the participants.

Standards for assessing this criterion:

This criterion is assessed as acceptable/non acceptable. Remember that your description must include evidence of outcomes, reflection and plans for further development.

Criterion 3: The needs of different participants are recognised and they are supported in their learning and development.

***Relating to participants:** Learning is not a purely intellectual activity. It also involves ethical and personal development. For such development to occur there needs to be a climate of mutual respect, trust and open communication in which ethical and personal beliefs can be examined without anxiety. Participants need to be able to discuss concerns and misunderstandings with their teacher/colleagues/peers.*

Describe your support of the needs of different participants in their learning, including why you do what you do, and what the outcomes are. Include a description of what you think about what you do, what you have learnt by doing this, and how you would do it differently in the future (500 words). Your evidence should include at least one specific example to demonstrate how your educational practice showed concern for learning. **Please indicate why this example was chosen.**

Some ways to think about how you can develop a response to this criterion are provided below; however remember that you do not need to address all of these:

- How you indicate to participants that you respect their values and beliefs without necessarily accepting those values and beliefs.
- How you assist participants to reflect on their values and issues of ethical behaviour.
- What you do to encourage participants to become aware of the potential for learning from each other and the benefits of working in groups.
- How you provide personal assistance to participants, and/or refer them to the range of resources and agencies which are available to assist them.

Standards for assessing this criterion:

This criterion is assessed as acceptable or not yet acceptable. Remember that your description must include evidence of outcomes, reflection and plans for further development.

Criterion 4: The wider departmental/institutional/community context for learning is recognised and built upon in improving educational practice.

***Influencing the context of your institution:** Some aspects of teaching and learning are influenced by the institutional, political and social contexts in which they occur. Recognising and addressing these influences and responding at the departmental/institution/community level are important in order to enhance teaching and learning.*

Describe how you recognise and respond to departmental/institutional/community issues to enhance participant learning, including why you do what you do, and what the outcomes are. Include a description of what you think about what you do, what you have learnt by doing this, and how you would do it differently in the future (500 words). Your evidence should include at least one specific example to demonstrate how your educational practice showed concern for learning. **Please indicate why this example was chosen.**

Some ways to think about how you can develop a response to this criterion area provided below; however remember that you do not need to address all of these:

- What opportunities you create to discuss with participants the wider conditions that affect their learning.
- How you contribute to decision-making processes in your institution in order to enhance teaching and learning.
- How you maintain and develop communication with your colleagues to improve educational practice.
- How you ensure that your institution is using a comprehensive approach to teaching achievement for the purposes of tenure, promotion and developmental review.
- How you make use of your professional association to raise issues of curriculum concern for the discipline.
- How you maintain your familiarity with national or local policy directions, monitor effects on teaching and learning, and voice your concerns in appropriate forums.

Standards for assessing this criterion:

This criterion is assessed as acceptable or not yet acceptable. Remember that your description must include evidence of outcomes, reflection and plans for further development.

Criterion 5: Curricula are planned and innovation is introduced to enhance learning.

***Designing for learning:** A large part of learning is influenced by the ways that participants perceive the course/subject and the expectations of the learner. Formal course/subject requirements, content, teaching/academic development/learning support methods, assessment policies and practices and the provision of learning resources are all aspects of academic practice which will have an impact on participant learning. Participants learn most effectively when these aspects fit together coherently for them, and when they perceive that course content is related to their own interests and values and to their longer-term goals. This is often termed curriculum alignment, whereby the aims, learning objectives, content, teaching methods, assessment and evaluation, are all planned and aligned to give a coherent experience to the participant.*

Describe how you plan curricula to encourage and enhance participant learning, including why you do what you do, and what the outcomes are. Include a description of what you think about what you do, what you have learnt by doing this, and how you would do it differently in the future (500 words). Your evidence should include at least one specific example to demonstrate how your educational practice showed concern for learning. **Please indicate why this example was chosen.**

Some ways to think about how you can develop a response to this criterion are provided below; however remember that you do not need to address all of these:

- What you do to inform participants of course/subject requirements and help them to understand the reasons for them.
- How you endeavour to find out about participants' expectations and use this information to adapt your curriculum or approach.
- How you build upon participants' life experience in your subjects and in your teaching/academic development/learning support.
- How you ensure that there is consistency between your education objectives your approach and the ways you teach and the ways you assess.
- What opportunities you give participants to choose aspects of coursework or assessment which are relevant to their interests and experience.
- How you encourage participants to make effective use learning resources.
- How you take note of the diversity of participants in your classes and respond to their learning needs.

Standards for assessing this criterion

This criterion is assessed as acceptable or not yet acceptable. Remember that your description must include evidence of outcomes, reflection and plans for further development.

Criterion 6: Critical reflection to improve educational practice takes place in the light of evidence obtained from different types of evaluation.

***Evaluating teaching:** Evaluation of educational practice and subjects/course for purposes of development involves collecting information from a range of sources by a range of methods and using that information to make changes. The information collected should include more than outcome measures. Since the quality of student learning is related to the way participants learn, information from the participants on their learning processes can be an important component of evaluation.*

Describe how you evaluate your teaching, including why you do what you do, and what the outcomes are. Include a description of what you think about what you do, what you have learnt by doing this, and how you would do it differently in the future (500 words). Your evidence should include at least one specific example

to demonstrate how your educational practice showed concern for learning. **Please indicate why this example was chosen.**

Some ways to think about how you can develop a response to this criterion are provided below; however remember that you do not need to address all of these:

- What forms of information about your educational practice do you collect on a regular basis.
- How you change your approaches to educational practice and/or your design of your subjects/content in the light of the information obtained.
- How you find out about the approaches participants take to their learning and the ways your educational practice and/or your subject design affects that approach.
- How you use the information obtained from student assignment and examination work in evaluating your educational practice and/or your subjects.
- What opportunities you make to receive feedback on your educational practice from colleagues.
- How you go about developing your skills and expertise as an educator.
- What strategies you employ to reflect upon your educational practice and identify areas for development, for example action research approaches, peer review, focus groups etc.

Standards for assessing this criterion:

This criterion is assessed as acceptable or not yet acceptable. Remember that your description must include evidence of outcomes, reflection and plans for further development.

Criterion 7: Research and scholarship (disciplinary and pedagogical) are used to enhance participants' learning.

***Developing professionally:** For the quality of teaching and learning to improve staff should actively extend their knowledge and skills not only in their discipline or profession but also in their educational practice. This may involve discussing teaching and learning issues with colleagues, reading about teaching strategies, participating in teaching development activities, reflecting upon educational practice and engaging in research in relation to it. For senior staff members it may also involve providing developmental support for more junior members teaching in the course and also valuing their ideas.*

Describe how you use research and scholarship in your teaching to encourage and enhance learning, including why you do what you do, and what the outcomes are. Include a description of what you think about what you do, what you have learnt by doing this, and how you would do it differently in the future (500 words). Your evidence should include at least one specific example to demonstrate how your educational practice showed concern for learning. **Please indicate why this example was chosen.**

Some ways to think about how you can develop a response to this criterion are provided below; however remember that you do not need to address all of these:

- How you keep your expertise in your own field up to date.
- The approaches you use to induct participants into research and other forms of active scholarly involvement.
- What strategies you adopt to help participants look critically at accepted knowledge and practice in your discipline or profession.
- What work you include to make explicit the forms of thinking and writing in your discipline, and to help participants develop competence in these.
- How you stay in touch with developments in educational practice in your own discipline or profession.

- What opportunities you make to discuss aspects of educational practice with colleagues.
- Your participation in seminars, courses, or conferences which focus on learning and educational practice
- The research and reading related to educational practice and learning you do.
- How you ensure that your more junior colleagues receive your help and support.

Standards for assessing this criterion:

This criterion is assessed as acceptable or not yet acceptable. Remember that your description must include evidence of outcomes, reflection and plans for further development.

Additional sections to Part 3

Evidence: You may include up to 10 additional pages of evidence, but please be aware that the selection and presentation of evidence is part of the skill of crafting an effective portfolio. Evidence may include: citations from students and colleagues; student feedback data and how you have used it; extracts from course or unit outlines; photographs. This section should not contain new evidence that has not been discussed within the 7 criteria, above. You are able to illustrate your examples discussed above with some selective content so that assessors can better understand your chosen examples.

References: The HERDSA Fellowship application is meant to foster a scholarly approach to enhancing your educational practice. A demonstration that your practices are grounded in a theoretical and scholarly basis will be strengthened by the inclusion of appropriate references highlighting your principles and values.

Part 4: Reflective Statement (500 word maximum)

The HERDSA Fellowship Scheme has at its core the enhanced professionalism of educational practices through, first, the achievement of quality standards, and, secondly, through the further development of those standards to create a community of Fellowship holders. External recognition of this professionalism is achieved through the peer review. The internal recognition is fundamentally the role of the reflective statement.

There are four key components of the reflective statement, however remember that you do not need to address all of these:

- Your thoughts on your actions in relation to your educational practice, and, specifically, how you have enhanced your practice over the past three years;
- Your assessment of the role of the activities that you have undertaken, from the viewpoint of the wider HERDSA community; and
- The actions that you consider are required to be undertaken in the coming three years as part of your ongoing professional development.
- An explanation of what key things you have learnt through preparing your HERDSA Fellowship portfolio and how you will use that learning in your future teaching and learning activities.

Part 5: Curriculum Vitae

Include a relevant and selective Curriculum Vitae (8 page maximum, preferably 5-6 pages) outlining your career and achievements.

Assessment of your portfolio

Each Assessor receives an Assessors' Handbook, which you may view on the HERDSA Fellowship website. You should familiarize yourself with the criteria that the assessors use when reading your portfolio. The assessment process is summarized below.

1. The assessment process follows the model used for the examination of postgraduate dissertations. The assessors' identity is not revealed to the Registrant. This is to encourage greater objectivity and rigor in the assessment process. Normally assessors will not come from the Institution of the candidate. The HERDSA office would communicate with the Registrant to advise them of the outcomes of their portfolio assessment.

2. When the Registrant has completed their portfolio, they submit a Word or Adobe Acrobat pdf file electronically via the HERDSA Fellowship web site. Please refer to page 4 of this document for more details. When a Registrant submits their portfolio they pay the additional Assessment Fee of \$200.

The Fellowship Scheme recognizes that academics have varying commitments, experience and expertise and that the length of time taken to prepare a portfolio may vary, however Registrants are required to submit their portfolio within a period of 18 months from the registration date.

3. Where a Registrant has worked with a mentor, s/he is advised to consult the mentor in deciding whether the portfolio is ready for assessment. Please remember that your mentor is not the assessor. They can provide advice on your portfolio, but cannot guarantee that the assessors will pass it the first time.

4. The HERDSA office records receipt of the portfolio and sends it to two assessors. The assessors are all HERDSA members and would normally be HERDSA Fellows. Initial criteria used to choose appropriate assessors for portfolios are broad disciplinary area, working in an Institution other than the candidate, and type of educational practice. However, it is recognized that it may not always be possible to match these.

5. The assessors independently assess the portfolio using the criteria included in the Assessors' Handbook (available for you to view on the HERDSA Fellowship website) and submit their report via the HERDSA Fellowship website. The assessor will have six weeks to submit the assessment report.

6. If a portfolio is judged to have met the standards, the HERDSA office advises the Fellowship Committee who will endorse that the assessment of the portfolio has followed the HERDSA Fellowship guidelines, and then notify the HERDSA Executive. Once this process is completed, the Registrant and his or her Mentor will receive copies of the anonymous assessors' reports. Then, the Fellowship is awarded. As far as possible, Fellowship certificates will be presented at HERDSA Annual Conferences.

7. If there is not a mutual decision between the assessors on their recommendations HERDSA office will contact each assessor and provide them with the other's assessment. The two assessors will communicate with each other to decide whether an agreement can be reached on the portfolio assessment. It is expected that this would take no longer than two weeks with the result been communicated to the HERDSA office within that time.

8. If agreement cannot be reached between the assessors, then the portfolio and the assessors' reports will be forwarded to the HERDSA Fellowship Committee who will make the final recommendation.

9. If, after assessment, a portfolio requires further work, the HERDSA Office will return it to the Registrant and his or her mentor for further work, with the comments made by the assessors and, if applicable, the Fellowship Committee.

10. If additional information, evidence or further reflection is required, the Registrant will be invited to address the relevant issues. The revised portfolio will be submitted to the original assessors and/or the Fellowship Committee to decide whether the portfolio is satisfactory.

11. If a Registrant disputes an assessment decision they have the right of appeal to the HERDSA Fellowship Recognition and Development Committee. They will adjudicate the decision and make a recommendation to the HERDSA Executive. The Executive's decision is final.

Working with your mentor

HERDSA Fellows have commented on the value and importance of their mentors in preparing their portfolios. You are advised to contact your mentor as early as possible in preparing your portfolio.

Guidelines for mentoring

Before you start the mentoring relationship you should read this handbook carefully and jot down some ideas about what you hope to gain from the mentoring relationship, how you want it to work and any concerns you may have about mentoring.

When you first make contact with your mentor. Share your goals for mentoring

- Share your ideas about your expectations for mentoring
- Consider your respective responsibilities
- Consider how long you envisage the mentoring relationship lasting
- Decide how often you are going to have contact (be flexible)
- Decide what form that contact will typically take and who will contact whom
- Share ideas about how much time you are willing to invest in the mentoring relationship
- Decide what you are going to do if the relationship seems not to be working
- Decide if one of you needs to take notes on what has been discussed.

These are the 'ground rules' for your mentorship. Taking time to set these up in the beginning may help to avoid frustration later on and provide a focus for discussion if your expectations are not being met later on.

Mentoring is a way for you to:

- Receive feedback on the progress of your portfolio
- Discover new ideas and surface new insights on your teaching
- Receive encouragement to complete your portfolio
- Gain new or different perspectives
- Get help with ideas
- Be challenged to think in new ways
- Talk over your teaching with a critical friend

Mentoring is not:

- A way for you to become dependent or reliant on someone else
- One person dominating, directing or controlling your decisions
- Someone criticising or disparaging you
- Someone providing unlimited time or resources
- Having access to someone who is an expert in everything
- A guarantee of a HERDSA Fellowship being awarded

What to do if you have problems contacting your mentor?

If you have problems contacting your mentor you should email the HERDSA office (office@herdsa.org.au) who will provide alternative means to contact your mentor.

What to do if you have problems with the mentoring relationship?

In the first instance you should discuss your problems with your mentor. If the matter cannot be resolved, you should contact the HERDSA Office (office@herdsa.org.au) who will inform the Convenor of the Fellowship Committee.

Maintaining the currency of your HERDSA Fellowship

As a HERDSA Fellowship holder you will:

- have access to the special Fellowship holders' website
- be eligible to attend special HERDSA Fellowship development events
- be entitled to utilise the acronym 'FHERDSA' to demonstrate publicly you have achieved recognition for your teaching;
- be eligible to be a mentor for new HERDSA Fellowship candidates;
- be eligible to assess HERDSA Fellowship portfolios.

In order to keep your HERDSA Fellowship status you are required to:

- participate in professional development and complete a triennial "Professional Development Schedule" which will be reviewed
- *pay the annual fee of \$50 included in with your HERDSA membership.*

Your Development Schedule

Over a three-year period you are required to demonstrate that you have participated in professional development activities and that you have reflected on these activities in a way that develops your educational practice. The Professional Development Guideline handbook will be forwarded to you on the award of your Fellowship.

How the Fellowship Scheme is organised

The HERDSA Executive is responsible for the Scheme. The Executive has appointed a group among its members to serve on the HERDSA Recognition and Development Scheme Committee. The Committee is responsible for monitoring the scheme and making recommendations to the Executive concerning Fellowships to be awarded. It co-opts other members where necessary.

Quality assurance

The overall standards of the Scheme are monitored by the HERDSA Executive. An external examiner will monitor a proportion of the portfolios and their assessment every 3-5 years and will then report to the Executive through the HERDSA Fellowship Committee.

Complaints

If anyone has a complaint regarding the assessment procedure or any aspect of the operation of the Scheme, the complaint should be made in writing to the HERDSA Fellowship Committee in the first instance. If they are unsatisfied with the response of the Committee they may appeal in writing to the HERDSA Executive to adjudicate the matter. The Executive's decision is final.

Template for Registrant's Portfolio

Registrant's Portfolio for HERDSA Fellowship Application

Name

Affiliation

Part 1

Introduction.....

Part 2

A Philosophy of Teaching Statement.....

Part 3

Statements and evidence addressing the HERDSA Fellowship Criteria

Criterion 1:.....

Criterion 2:.....

Criterion 3:.....

Criterion 4:.....

Criterion 5:.....

Criterion 6:.....

Criterion 7:.....

References:.....

Part 4

A Reflective Statement.....

Appendix with examples to support statements.....

Part 5

Curriculum Vitae.....

Part 1 Introduction

Part 2 A Philosophy of Teaching Statement

Part 3 Statements and evidence addressing the HERDSA Fellowship Criteria

Criterion 1 Educational practice demonstrates a concern for learning

Description and outcomes

Reflection and Learning

Further Development

Criterion 2 Assessment encourages and supports learning

Description and outcomes

Reflection and Learning

Further Development

Criterion 3 The needs of different participants are recognised and they are supported in their learning and development

Description and outcomes

Reflection and Learning

Further Development

Criterion 4 The wider departmental/institutional/community context for learning is recognised and built upon in improving educational practice

Description and outcomes

Reflection and Learning

Further Development

Criterion 5: Curricula are planned and innovation is introduced to enhance learning

Description and outcomes

Reflection and Learning

Further Development

Criterion 6: Critical reflection to improve educational practice takes place in the light of evidence obtained from different types of evaluation

Description and outcomes

Reflection and Learning

Further Development

Criterion 7: Research and scholarship (disciplinary and pedagogical) are used to enhance participants' learning

Description and outcomes

Reflection and Learning

Further Development

References

Selective evidence addressing the Fellowship criteria

Part 4 A Reflective Statement

How I have enhanced my practice over the past three years

Activities I have undertaken for the wider HERDSA community

Professional development activities for the coming three years

Key things I have learnt through preparing my HERDSA Fellowship portfolio

Part 5 Curriculum Vitae