



HERDSA Fellowship Professional Recognition and Development Scheme

Handbook for Assessors

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Welcome to the role of Assessor

Welcome to the HERDSA Fellowship Professional Recognition and Development Scheme Assessors' Handbook and to the role of HERDSA Fellowship Assessor. This handbook is accompanied by a portfolio to assess. The Handbook contains all the information that you need to carry out the assessment, including:

- Information about the assessment process
- Information to assist in deciding whether the requirements of the portfolio have been adequately addressed
- Forms to be completed for the assessment

As explained in the information in the Registrants' Handbook, there are two distinct processes in the Fellowship Scheme: a recognition process and a developmental process. The recognition process occurs through a peer assessment, successful completion of which will result in the award of a HERDSA Fellowship. Your assistance in maintaining the values and standards of the Fellowship Scheme is a key aspect in ensuring the reputation of the scheme. Continuing maintenance of the Fellowship will be secured through the developmental process (described in a separate document).

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 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.

Assessment of a HERDSA Fellowship Portfolio is a peer review process which engages Fellowship holders in a process of reflection on each other's educational practice. It is designed to be developmental for all concerned and it is expected that the assessment and feedback process will be a positive learning experience for all concerned. It is worth noting the assessment process relates to the portfolio presented by the Registrant. It is not an assessment of the individual, but of the evidence and reflective critique presented in the portfolio.

Reimbursement

Assessors will be reimbursed for postage costs. Fees will not be paid to assessors because engaging in the assessment process is regarded as ongoing professional development for assessors.

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.

Portfolio Assessment Process

1. Two assessors independently assess the portfolio using the criteria included in the Assessors' Handbook and submit their report via the HERDSA Fellowship website. The assessor has six weeks to submit the assessment report.
2. If both assessors judge the portfolio to have met the standards, the HERDSA office advises the Fellowship Committee who endorse the assessment of the portfolio has followed the HERDSA Fellowship guidelines, and 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.
3. If there is a difference between the assessors' 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 will take no longer than two weeks with the result being communicated to the HERDSA office within that time.
4. 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.
5. 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.
6. 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.
7. If a Registrant disputes an assessment decision s/he has 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.

Criteria, Standards and Evidence

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 learning and teaching and recent research on educational practices in higher education. Registrants are not expected to address all questions under each criterion provided as suggestions in the Registrants Handbook. They are provided as prompts only.

Each criterion is to be judged according to an acceptable or not yet acceptable standard. Gaining an 'acceptable' standard on each of the criteria will be considered to have satisfied the requirements of the Fellowship.

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. The registrant is encouraged to respond to the criteria and standards in the way that best suits their particular situation;
- 'evidence' means providing a **description** of the unit or artefact, **not** necessarily the inclusion of the artefact itself.

The HERDSA Fellowship Portfolio

There are five parts to the HERDSA Fellowship portfolio. Please refer to Part 3: Statements and Evidence Addressing the HERDSA Fellowship Criteria in the Registrant's Handbook for the detailed description and guidance to Registrant for completing the criteria:

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

- 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 Registrant's statements
- Evidence: Selected evidence to support criteria **(10 pages maximum)**

Part 4 Reflective Statement (500 words maximum)

Part 5 Curriculum Vitae (8 pages maximum)

Guidance on judging the evidence

1. Assessors should focus on the evidence presented with the portfolio and not on what is otherwise known about the Registrant. Judgments should be made about the portfolio and evidence presented and not about the registrant themselves. If the Registrant is known to an assessor, a useful question to ask is: if someone looked at the portfolio in 5 years time, would they come to the same conclusion?
2. You are advised to work systematically through the different criteria. It will be important if/when sharing assessments with the second assessor to share specific ratings. Holistic judgments are inappropriate and lead to unsatisfactory feedback to the candidate.
3. Please take the word lengths seriously. Registrants may have more text under one particular criterion and less in another. The 30-page portfolio limit is to be adhered to. In the event of a portfolio consistently ignoring word-lengths, advice should be sought from the HERDSA Office.
4. In the event of their being a close personal relationship or where you have a conflict of interest in relation to the person whose portfolio has been assigned to you, you must inform the HERDSA Office before assessing the portfolio. The convener of the Fellowship Committee will discuss this issue with you and decide what action to take. This would normally result in assigning the portfolio to an alternative assessor.

Completing your assessment of the portfolio

1. Use the Assessment Form in Appendix 1 or available for download as a Word document from <http://www.herdsa.org.au/fellowship.php>
2. If you decide the portfolio is not ready for assessment (i.e. does not meet the standards for the Fellowship Scheme on any of the criteria, is off the point, unintelligible etc.), please include this on the assessment form, clearly stating your reasons.

When the assessment is complete, you must decide whether:

- A. The portfolio is complete and has met the required standards. A Fellowship should be awarded
- B. The portfolio is substantially complete but has not met the standards for all 3 elements of one or two criteria/topics. The assessors' comments will be returned to the Registrant who will amend the appropriate sections and re-submit to the HERDSA Office. Portfolios will be forwarded to the Fellowship Committee who will determine if the amendments are satisfactory.

If you feel that the amendments, although they may be few, are significant, and you would like to review them, please state this in your report.

- C. The portfolio has not yet met the standards for three or more criteria/topics, and the portfolio should be rewritten and resubmitted to the original assessors who will determine if the amendments are satisfactory.

Assessment of the HERDSA Teaching Portfolio

Please return this form to the HERDSA office as soon as you have completed the assessment. All boxes are expandable in Word.

Date of Assessor report submission:

Registrant's name:

A. Mandatory elements of the portfolio present?

Elements	Yes	No	Comments
Part 1: Introduction and context (500 words). <i>This section must be present but is not assessed.</i>			
Part 2: Philosophy of teaching (500 words)			
Part 3: Addresses the seven HERDSA Fellowship criteria (500 words for each criterion)			
Includes Evidence as appendix (10 pages maximum)			
Part 4: Reflective Statement (500 words)			
Part 5: Curriculum Vitae (8 pages maximum)			
Portfolio is 30 pages or less, including cover sheet			

B. Evaluation of the quality the portfolio

Part 1: Introduction and context for educational practice (500 words)

Comments on the Introduction

Part 2: Philosophy of Teaching (500 words)

Content	Yes	No	Comments/Questions
Description grounded in theory and practice			
Link between philosophy and descriptions for criteria in Part 3			

Standard: Acceptable or Not Yet Acceptable (Select one)

Comments on the Philosophy of Teaching Statement:

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Part 3: Evidence that HERDSA Fellowship Criteria have been addressed

Assessors are asked to rate each part of Registrant's 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 relevant to your teaching philosophy;
- 1 = no evidence is presented

To gain a Fellowship, assessors must be satisfied that appropriate evidence is presented for **all three elements**. This is based on **critical reflection** and **evidence** used to describe the values, level of competence and innovation in Registrant's professional practice.

Criterion 1: Educational practice demonstrates a concern for learning

Content	Level of Evidence			Specific advice to Registrant
	3	2	1	
A. Description and Outcomes				
B. Reflection and Learning				
C. Further Development				

Rating (3 = appropriate evidence is clearly presented; 2 = evidence is not clearly presented, or is not consistent with the stated teaching philosophy; 1 = no evidence is presented)

Standard: Acceptable or Not Yet Acceptable (Select one)

Specific advice to Registrant:

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Criterion 2: Assessment encourages and supports learning

Content	Level of Evidence			Specific advice to Registrant
	3	2	1	
A. Description and Outcomes				
B. Reflection and Learning				
C. Further Development				

Rating (3 = appropriate evidence is clearly presented; 2 = evidence is not clearly presented, or is not consistent with the stated teaching philosophy; 1 = no evidence is presented)

Standard: Acceptable or Not Yet Acceptable (Select one)

Specific advice to Registrant:

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

Content	Level of Evidence			Specific advice to Registrant
	3	2	1	
A. Description and Outcomes				
B. Reflection and Learning				
C. Further Development				

Rating (3 = appropriate evidence is clearly presented; 2 = evidence is not clearly presented, or is not consistent with the stated teaching philosophy; 1 = no evidence is presented)

Standard: Acceptable or Not Yet Acceptable (Select one)

Specific advice to Registrant:

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

Content	Level of Evidence			Specific advice to Registrant
	3	2	1	
A. Description and Outcomes				
B. Reflection and Learning				
C. Further Development				

Rating (3 = appropriate evidence is clearly presented; 2 = evidence is not clearly presented, or is not consistent with the stated teaching philosophy; 1 = no evidence is presented)

Standard: Acceptable or Not Yet Acceptable (Select one)

Specific advice to Registrant:

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

Content	Level of Evidence			Specific advice to Registrant
	3	2	1	
A. Description and Outcomes				
B. Reflection and Learning				
C. Further Development				

Rating (3 = appropriate evidence is clearly presented; 2 = evidence is not clearly presented, or is not consistent with the stated teaching philosophy; 1 = no evidence is presented)

Standard: Acceptable or Not Yet Acceptable (Select one)

Specific advice to Registrant:

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

Content	Level of Evidence			Specific advice to Registrant
	3	2	1	
A. Description and Outcomes				
B. Reflection and Learning				
C. Further Development				

Rating (3 = appropriate evidence is clearly presented; 2 = evidence is not clearly presented, or is not consistent with the stated teaching philosophy; 1 = no evidence is presented)

Standard: Acceptable or Not Yet Acceptable (Select one)

Specific advice to Registrant:

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

Content	Level of Evidence			Specific advice to Registrant
	3	2	1	
A. Description and Outcomes				
B. Reflection and Learning				
C. Further Development				

Rating (3 = appropriate evidence is clearly presented; 2 = evidence is not clearly presented, or is not consistent with the stated teaching philosophy; 1 = no evidence is presented)

Standard: Acceptable or Not Yet Acceptable (Select one)

Specific advice to Registrant:

Evidence: Appendices (10 pages maximum)

Specific advice to Registrant:

Part 4: Reflective Statement

Content	Yes	No	Specific advice to Registrant
A. Thoughts on how educational practice has been enhanced over the past three years			
B. Assessment of activities developed from the wider HERDSA community point of view			
C. Key things learnt from preparing the HERDSA portfolio			
D. Future plans to contribute to further development of educational scholarship			

Standard: Acceptable or Not Yet Acceptable (Select one)

Specific advice to Registrant:

Assessor Recommendation

Having judged the Registrant's portfolio I recommend the following (please select the appropriate options below to complete the report form).

1. Initial or revised portfolio assessment

- This is an initial portfolio assessment report
- This is an assessment report for a revised portfolio

2. Recommendation

A. The (revised) portfolio is complete and has met the required standards. A Fellowship should be awarded.

B(i). The (revised) portfolio is substantially complete but has not met the standards for all 3 elements of one or two criteria/topics. The assessors' comments will be returned to the Registrant who will amend the appropriate sections and re-submit to the HERDSA Office. Revised portfolios will be forwarded to the Fellowship Committee who will determine if the amendments are satisfactory.

The revised portfolio does not need to be returned to me for approval.

B(ii). The (revised) portfolio is substantially complete but has not met the standards for all 3 elements of one or two criteria/topics. The assessors' comments will be returned to the Registrant who will amend the appropriate sections and re-submit to the HERDSA Office.

The revised portfolio does need to be returned to me for approval.

C. The (revised) portfolio has not yet met the standards for three or more criteria/topics, and the portfolio should be rewritten and resubmitted to the original assessors who will determine if the amendments are satisfactory.

Specific strengths of the portfolio:

Specific ideas for further development of the portfolio if changes are required (details may be in 'Specific advice to Registrant' sections of main report):