

# DAA Fellow (FDAA) Credential Application Guide

## PREPARING THE APPLICATION

- The Fellow credential (FDAA) provides formal recognition of APDs who are **currently** practising and are leaders in the dietetics profession. The Fellow credential is considered an honour by the Association.
- When applying for Fellow status applicants need to demonstrate that they have developed their high-level skills and applied these skills over recent years. Applicants need to show their continuing development and application of their skills as a leader in the dietetics profession, particularly in the Australian landscape.
- As the criteria needs to be addressed specifically, it is very important that applicants read all of the competencies and performance criteria carefully before commencing the application.
- This application guide shows the FDAA competency standards and the performance criteria and includes examples of evidence that may be used to demonstrate that the applicant meets competence.
- In completing the application portfolio, it is advisable to start by considering and noting down all the tasks and activities that the applicant can use in their response. This will involve a detailed self-analysis of your CV and should include examples across all of the competency standards and performance criteria.
- Then the applicant should consider the outcome or impact of their involvement in these tasks. This will start to help articulate their breadth and depth of practice and influence.
- Each of the outcomes should then be aligned with the most appropriate competency standard, and performance criteria. These need to be noted in the application.
- Applicants are advised that 100% of the eight performance criteria need to be demonstrated under each competency standard to be successful. It is important to ensure all criteria have been listed next to the relevant example.
- Performance criteria must be numbered based on the competency standard (1–4) followed by the number of the criteria (1–8) e.g. 1.5, 2.7 etc.
- Performance criteria must be listed in numerical order under each standard.
- One task/activity example may have more than one performance criteria assigned to it.
- While dot points may be useful for presenting some information, a well-considered paragraph that responds specifically to the competency standard is the preferred format.
- Responses to the competency standards should be in a narrative format and should not exceed a maximum word count of 5000.
- The evidence guide provided is not an exhaustive list of examples and applicants are encouraged to consider examples in the context of their own practice. A wide range of activities is strongly encouraged.

- Prior knowledge of the activities of the applicant cannot be considered as part of the assessment. Applications should be developed with the assumption that the assessors do not know of their work history or achievements.
- All applicants are strongly encouraged to seek advice from an existing Fellow or a mentor to help complete the application. Applicants are encouraged to prepare drafts with Fellow or mentor assistance to ensure that the performance criteria are being met and that the full attributes of the applicant are being described.
- All applicants are asked to sign that the information in their application is true and correct.

## APPLICATION SUBMISSION

Applicants must ensure that all parts of the application, including referee reports, are submitted in full. Applications will not be assessed unless all components are received together. Applicants must submit:

- Application portfolio (completed template) including a statement of influence in the Australian landscape
- Signed coversheet
- Evidentiary material as attachments
- Current CV
- Two references (at least one an APD, preferably an Advanced APD/Fellow)

Applicants must send one electronic copy (PDF with bookmarks) of their full application to DAA. An electronic copy will be kept on file by DAA upon completion of the assessment. To assist the assessors in reading the large volumes of material, applicants are asked to clearly mark all documents and number appendices. Please include page numbers.

100% of performance criteria must be accounted for under each competency standard.

The CV forms an integral part of assessable evidence towards the application. Assessors will use the CV to cross reference the activities, tasks and outcomes to assist in determining if each criterion was met. There is no page limit for the CV.

Choices of referees are integral to support the application. Ideally one referee should be an Advanced APD or DAA Fellow and both referees should be able to comment on performance at a higher level. The referee should be someone who also works at a higher level (not necessarily a supervisor).

Evidentiary material should be presented as numbered attachments and include examples of different styles of writing e.g. evaluation reports, business plans. It does not need to include PowerPoint presentations, whole journal articles or letters of invite. Evidentiary material attachments should not exceed 25 pages. One piece of evidence can represent more than one example, across different performance criteria and/or competency standards, if appropriate.

Please include this page with your application

## FDAA CREDENTIAL APPLICATION FORM AND COVERSHEET

DA No: .....

Name: .....

Applicant's signature:.....

Date: .....

I have supplied a bookmarked PDF version of my application which includes:

- Application portfolio (completed template) including a statement of influence in the Australian landscape
- Signed coversheet
- Evidentiary material as attachments
- Current CV
- Two references (at least one an APD, preferably an Advanced APD/Fellow)

**Please return completed form and documents to:**

Credentialing Dietitian [credentialing@dietitiansaustralia.org.au](mailto:credentialing@dietitiansaustralia.org.au)

or post USB to

Credentialing Dietitian, Dietitians Australia

1/8 Phipps Close DEAKIN ACT 2600

**By 31 March annually**

## Table 1: FDAA Competency Standards

There are eight performance criteria which underpin each of the four competency standards. Leadership should be demonstrated within each of the four competency standards.

<b>Fellow Competency Standards</b>	<b>Demonstrates Visionary and Strategic Leadership</b>			
	Pioneers and promotes <b>innovative</b> solutions	<b>Inspires</b> , motivates and invests in the development of others	Demonstrates broad <b>impact</b> on health and nutrition outcomes and/or services	Exerts significant <b>Influences in</b> the broader community
<b>Performance Criteria for Fellow</b>				
<ol style="list-style-type: none"> <li>1. Acts as a role model and advocates for the profession of nutrition and dietetics across a range of contexts</li> <li>2. Displays experience and professional expertise while supporting and mentoring colleagues to lead and grow in their own right</li> <li>3. Leads change to improve nutrition outcomes in communities and populations</li> <li>4. Contributes to and works with evidence in identifying and influencing strategic priorities and policies</li> <li>5. Inspires and promotes expertise in education and supervision</li> <li>6. Shares experience and expertise widely</li> <li>7. Manages complex problems effectively</li> <li>8. Utilises collaborative networks to build excellence and grow the profession</li> </ol>				
<b>Demonstrates Leadership</b>				
<b>AdvAPD Competency Standards</b>	Develops <b>innovative</b> methods and approaches	<b>Inspires</b> and motivates others	Demonstrates <b>impact</b> on health and nutrition outcomes and/or services	Exerts significant <b>influence</b>
<b>National Competency Standards for Dietitians</b>	Applies critical thinking and integrates evidence into practice	Practises professionally	Positively influences the health of individuals, groups and/or populations to achieve nutrition outcomes	Collaborates with clients and stakeholders

**Table 2: Assessment Rubric/Guide: AdvAPD and Fellow**

	Innovation	Inspiration	Impact	Influence
<b>AdvAPD</b>	<ul style="list-style-type: none"> <li>Identifies innovative solutions and leads teams in changing practice or policy. This would be at departmental/service level or state/regional level.</li> <li>Has engaged in identifying problems in a specific area of expertise and solving it through research, evaluation or quality improvement processes.</li> </ul>	<ul style="list-style-type: none"> <li>Inspires others to take on new approaches or address challenges.</li> <li>Demonstrates a commitment to lifelong learning via higher qualification or extended practice.</li> <li>Evidence of quality teaching, mentoring or supervision practice through reports from learners or supervisees.</li> <li>Evidence of influence on students, peers, mentees personally and their practice.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates high level competence in at least one specific area of nutrition/dietetics, where outcomes of implementation of research/ policy/strategic brief has changed practice.</li> <li>Demonstrates willingness to engage in solving challenges or complex nutrition problems using creative and evidence-based solutions.</li> <li>The impact of professional expertise is evidenced by a significant body of work (a consistent investment in one area of work) around at least a specific area of practice, e.g. research publications, clinical protocols, policy briefs, media and lay publications/websites.</li> </ul>	<ul style="list-style-type: none"> <li>Shows how consultation and negotiation has improved services in at least one specific area of expertise within state/region/service.</li> <li>Demonstrates a broad network of colleagues both within and outside the profession of nutrition and dietetics.</li> <li>Leads solutions that promote the profession of nutrition and dietetics and/or nutrition outcomes for the community.</li> <li>Volunteers time (paid or unpaid) outside of usual work environment to influence outcomes in nutrition and dietetics.</li> </ul>
<b>EXAMPLES AdvAPD</b>	<p><i>Something new or a new way of doing things, e.g.:</i></p> <ul style="list-style-type: none"> <li>Technology</li> <li>Procedures</li> <li>New way of practice</li> <li>New way of thinking</li> </ul>	<ul style="list-style-type: none"> <li><i>Participating in mentoring/ teaching/ supervision (&amp; how have you inspired them to achieve something</i></li> <li><i>Testimonials</i></li> <li><i>Award/formal recognition</i></li> <li><i>Research</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Publications and their impact</i></li> <li><i>Implementation of a policy</i></li> <li><i>Instigating a change in someone else/group</i></li> <li><i>Procedural changes</i></li> <li><i>Changing a service delivery—outcome measures etc.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Policy writing</i></li> <li><i>Development of manuals/guidelines/ resources etc.</i></li> <li><i>Representation or holding position on a committee etc.</i></li> <li><i>Successful funding</i></li> </ul>

A 1/8 Phipps Close, Deakin ACT 2600 | T 02 6189 1200

E [info@dietitiansaustralia.org.au](mailto:info@dietitiansaustralia.org.au) | W [dietitiansaustralia.org.au](http://dietitiansaustralia.org.au)

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<ul style="list-style-type: none"> <li>• <i>New way of training or teaching (e.g. students or staff)</i></li> <li>• <i>Obtaining successful funding</i></li> <li>• <i>Undertaking research</i></li> <li>• <i>QI projects</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Inspiring change in someone else/group (e.g. through education or training)</i></li> <li>• <i>Leading teams</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Obtaining funding to improve outcomes</i></li> <li>• <i>QI projects</i></li> <li>• <i>Development of manuals/guidelines/resources etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Successful creation of new position</i></li> <li>• <i>Advocacy</i></li> <li>• <i>Working in the media</i></li> <li>• <i>Leading teams</i></li> <li>• <i>QI Projects having influence on practice</i></li> </ul>
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	<b>Innovation</b>	<b>Inspiration</b>	<b>Impact</b>	<b>Influence</b>
<b>Fellow</b>	<ul style="list-style-type: none"> <li>• Provides leadership for change to influence systems or services which show national/international (far reaching) significance.</li> <li>• Has addressed multiple problems through the use of innovative research, evaluation or quality improvement processes and demonstrated its impact on practice.</li> <li>• Pioneers new ways of solving problems which have a broad impact.</li> </ul>	<ul style="list-style-type: none"> <li>• Engages with teaching, mentoring and supervision such that the evidence suggests the Fellow is a sought-out advisor and expert by those within and outside the profession.</li> <li>• Promotes own development through higher qualifications and extended practice – pioneers new areas of practice.</li> <li>• Evidence that the role Fellows play in these relationships is one that supports and leads others to be even better than themselves.</li> <li>• Evidential history of strong relationship networks and collaborations.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates opportunities which challenge thinking and solve complex nutrition or health or service or system problems, leading others through the process and building capacity of others and the system such that the outcomes are sustainable. This capacity building would have wide implications at a regional/ national/international level and/or interprofessional level.</li> <li>• The impact of professional expertise is evidenced by consistent investment in more than one area of specialisation such as research publications, media</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborates with colleagues at very broad levels. This would be demonstrated by holding role as chair on international or national committees within the nutrition profession but also a wide influence outside.</li> <li>• It includes the promotion of other less experienced colleagues in a way that also promotes their expertise. The leadership would be collegiate in nature and promote the profession of nutrition and dietetics. Evidence that the Fellow influences the practice of and those whom they lead.</li> <li>• Evidence of significant and complex negotiation and</li> </ul>

			briefs, lay publications, websites, across a number of conditions/methodologies/ interest areas.	<p>conflict resolution at strategic levels, e.g. government, university, professional association.</p> <ul style="list-style-type: none"> <li>Shows a history of volunteering time to influence nutrition and dietetic outcomes in a variety of committees.</li> </ul>
<b>EXAMPLES Fellow</b>	<ul style="list-style-type: none"> <li>Reorganises large department to improve service e.g. reorienting elements of service aligned with health, community priorities</li> <li>Develops policy/industry brief showing how the individual convinced decision makers to make change</li> <li>Reorganises/develops a curriculum/ practice</li> <li>Guides a program/media campaign with a broad reach</li> <li>Institutes a community stakeholder/ lobby group/committee to advocate for change at a regional/national/ international level</li> <li>Develops new national/international policy</li> </ul>	<ul style="list-style-type: none"> <li>Mentoring both formally and informally HDR supervision, provisional APD, senior mentoring/supervision agreements (testimonials on the impact)</li> <li>Evidence of self-development via APD or PPR goals over time</li> <li>Higher qualifications</li> <li>Examples of media/public speaking/conference presentations at national/international level (including webinars, blogs, videos, books)</li> <li>Awards – service, teaching, research, professional</li> <li>Testimonials</li> </ul>	<ul style="list-style-type: none"> <li>Outcomes of implementation of innovative solutions at a regional/ national /international level, in research, policy (health/food/nutrition), industry, private practice, clinical nutrition, community engagement</li> <li>Evidence of how practice has changed as a result of effort/implementation of solutions -Recognition of professional expertise via: Invitations to speak at international /national forums/ workshops/conferences or political forums</li> <li>Impact of publications – how have they informed practice or policy (e.g. practice</li> </ul>	<ul style="list-style-type: none"> <li>Service to profession via national or international committees in a leadership capacity (e.g. chair role)</li> <li>Evidence of skill in complex negotiations and the achieved outcome</li> <li>Evidence of reach outside local and/or primary profession</li> <li>Evidence of broad level of expertise across a range of areas e.g. leadership/management as well as practice specialty</li> <li>Evidence of public speaking/ media/ research presentation influence</li> <li>Testimonials</li> </ul>

	<p><i>or practice guideline using evidence</i></p> <ul style="list-style-type: none"><li>• <i>Grows a business in an innovative way</i></li></ul>		<p><i>guidelines, policy implementation)</i></p>	
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## APPLICATION FLOWCHART

