CBS Higher Education Teaching Excellence Programme

(HETEP)

- for early career faculty (Universitetspædagogikum)

Participant Handbook

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1. Introduction

Welcome to the CBS teaching excellence programme for early career faculty – The CBS Higher Education Teaching Excellence Programme (HETEP). We are happy to share our commitment to deliver research-based teaching at the highest possible quality level to ensure student learning. The HETEP programme provides a range of opportunities for the development of teaching competencies of early career faculty (e.g., assistant professors, assistant teaching professors, and post-docs). The programme is delivered and assessed in English. It is offered by Teaching & Learning and the programme administration consists of:

Academic Director: Thyra Uth Thomsen, Professor (MSO), SFHEA, tt.marktg@cbs.dk
Academic Officer: Mia Stelsig Haagensen, msh.tl@cbs.dk

1.1 Ambition and prerequisites

The overarching intended outcome of the programme is to enable you to demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. This broad understanding encompasses all the Dimensions of the United Kingdom Professional Standards Framework (UKPSF) developed by the UK-based Higher Education Academy (HEA). The programme is accredited by Advance-HE, and successful participants will therefore receive a certificate for their participation in the HETEP programme and will be awarded HEA Fellowship at Descriptor 2. The UKPSF was developed by and for the higher education sector in the UK and is now widely adopted outside the UK with HEA Fellows around the globe. Please see section 2 for a detailed description of the UKPSF.

The HETEP programme for early career faculty (in Danish: Universitetspædagogikum) is required by Danish law (www.retsinformation.dk/eli/lta/2019/1443) and is delivered by CBS Teaching & Learning. It is based on a modular approach and provides you with knowledge, inspiration, teaching supervision and feedback, and a supportive environment amongst peers who also seek to develop their competences as teachers. Of course, competence development of this nature depends to a very large extent on your engagement in and willingness to learn from the actual practice of teaching. Consequently, in order to participate in the programme, you must teach at least the equivalent of one full semester and your teaching must include all areas of teaching activity as outlined in the

UKPSF (see section 2). Furthermore, you are expected to have participated in a basic pedagogical course (such as the CBS Learning to Teach course – or equivalent) before or immediately after enrolment.

1.2 Pedagogical principles

The HETEP programme is guided by CBS's pedagogical principles for teaching and learning. The principles intend to guide and inspire students, faculty and administrative staff who are involved in designing, implementing or evaluating teaching and learning activities. Our vision is to create an engaging and challenging learning environment for our students to stimulate their motivation for achieving their full potential for learning.

Academic Challenge

At CBS we have well-qualified students with high entrance GPAs. We believe that continuous academic challenge for our students is a main driver for learning. The students at CBS must be academically challenged to the full extent of their capabilities to realize their full potential. We want our teachers to create the best possible learning environment through research-based teaching and learning, encouraging rigorous acquisition of specific competences as well as reflection and divergent thinking.

Interaction and Collaboration

We see students and teachers as partners in the learning process. Learning is not something that a teacher can make happen without the student's active collaboration and interaction with the teacher as well as with other students. Students request more activities and feedback as an important goal for increased interaction. The skills of interaction and collaboration are core competences for our students to learn, as they will need them in their future careers.

Engagement and Motivation

Motivation and engagement are the main drivers of deep learning and we want our students to be motivated and actively engaged in their studies. Our teachers must actively seek ways to motivate students to engage in learning in the classroom as well as outside it.

Diversity and Flexibility

CBS wants to make room for flexibility and diversity in terms of study pace, learning styles, special needs and physical location. CBS is an international business school, and we encourage students as well as staff to go abroad. Also, we welcome staff and students from abroad, and are respectful of all types of diversity. To support this, we need to secure a level of flexibility as to where and how students can learn. We want all our study programs to make use of the possibilities offered by learning technologies in order to meet the different needs and preferences of students and staff.

Academic Socialization

We must meet students where they are and take responsibility for supporting them in developing their full learning potential. Students at CBS have very different backgrounds and come from many countries with different traditions and study practices. We cannot expect them to know what is demanded of them as CBS students. We will need to support them in the transition to becoming a CBS student. Our aim is to welcome all students and provide the help and support they need in order to grow and flourish so they will make the most of their time at CBS.

Personal Development and Integrity

Based on the capacity and potential of the individual, we will support development of personal skills. During their studies at CBS, not only should students be trained academically, at the same time they should develop their ethical and social competences. CBS has a strong focus on social responsibility and sustainability, and responsible management education is an integral part of our core activities. This demands focus on individual attitudes and societal skills as well as academic qualifications.

2. The UKPSF and Learning Objectives of the Programme

The overarching aim of this programme and the learning objectives are shaped by the United Kingdom Professional Standards Framework (UKPSF)[1] for teaching and learning in higher education, which was developed by the Higher Education Academy in the United Kingdom and is now globally recognized for benchmarking success within higher education teaching and learning
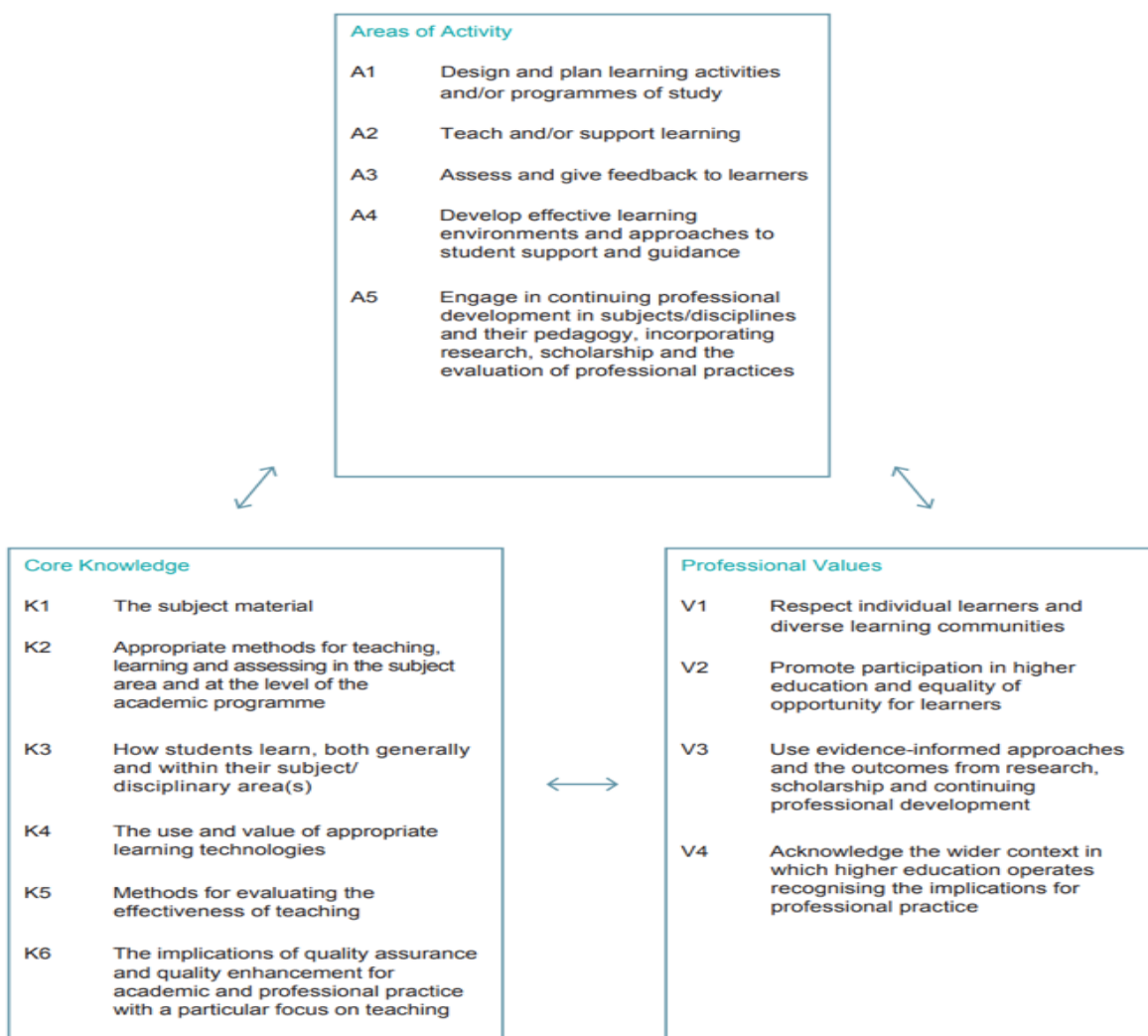
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[1] https://www.advance-he.ac.uk/fellowship

support. The UKPSF is a flexible framework that enables you to develop your professionalism as a teacher in the context of your discipline. The Framework consists of 15 Dimensions, including five Areas of Activity, six aspects of Core Knowledge and four Professional Values, as illustrated in Figure 1:

- areas of activity undertaken by teachers and support staff (A1-A5).
- core knowledge needed to carry out those activities at the appropriate level (K1-K6).
- professional values that individuals performing these activities should exemplify (V1-V4).

Figure 1. The Dimensions of the Framework as outlined in the UKPSF

Areas of Activity

A1	Design and plan learning activities and/or programmes of study
A2	Teach and/or support learning
A3	Assess and give feedback to learners
A4	Develop effective learning environments and approaches to student support and guidance
A5	Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

Core Knowledge

K1	The subject material
K2	Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme
K3	How students learn, both generally and within their subject/ disciplinary area(s)
K4	The use and value of appropriate learning technologies
K5	Methods for evaluating the effectiveness of teaching
K6	The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

Professional Values

V1	Respect individual learners and diverse learning communities
V2	Promote participation in higher education and equality of opportunity for learners
V3	Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
V4	Acknowledge the wider context in which higher education operates recognising the implications for professional practice

The learning objectives of the HETEP programme are mapped onto the requirements for Fellowship at Descriptor 2 and are as follows: By the end of the programme, you will be able to demonstrate a broad understanding of effective approaches to teaching and learning as key contributions to high

quality student learning. This broad understanding encompasses all the Dimensions of the Framework as outlined in the UKPSF – see Figure 1. You must provide evidence of:

I.   Successful engagement across all five Areas of Activity (top box in Figure 1)
II.   Appropriate knowledge and understanding across all aspects of Core Knowledge (bottom left box in Figure 1)
III.   A commitment to all the Professional Values (bottom right box in Figure 1)
IV.   Successful engagement in appropriate teaching practices related to the Areas of Activity
V.   Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice
VI.   Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices

To help you meet the requirements, you will be provided with knowledge, inspiration, supervision, and guidance through the HETEP programme.

It is implicit within the UKPSF, and required by Advance HE, that all Fellows remain in good standing. To this end, you are expected to continue to work in line with the UKPSF as outlined in the learning objectives once you have been awarded Fellowship. Your continued work with your professional development should be recorded in your teaching portfolio, which faculty at CBS is expected to continuously update.

The programme provides successful participants with a HETEP programme certificate (in Danish: Universitetspædagogikum) and awards HEA Fellowship (Descriptor 2). If at some point later in your career you gain a leadership role in teaching and/or supporting learning, Teaching & Learning can guide you on your path towards Senior Fellowship (Descriptor 3) or Principal Fellowship (Descriptor 4). Please read more about the different categories of Fellowship here
https://www.advance-he.ac.uk/knowledge-hub/uk-professional-standards-framework-ukpsf

You can also see which category of Fellowship most closely matches your current practice with the Fellowship Category Tool available here: https://www.advance-he.ac.uk/form/fellowship-decision-tool. Please contact the programme administration (see section 1) for guidance if you do not (expect to) match Descriptor 2/Fellow within the course of the programme.

3. Programme Components

The programme takes a modular approach and allows you to go through it at your own pace, serving your particular needs whenever they arise. The goal is to prepare you to evidence your practice against the learning objectives of the programme in your reflective account of practice, before it is handed in for assessment. To this end, in the preparation phase of the programme we will provide you with core knowledge in terms of workshops and pedagogical courses. We will also provide you with extensive supervision and guidance. All of this will help you reflect on, analyse, and authenticate your practice on an ongoing basis, until you are ready to enter the evaluation phase of the programme. In this phase you draft a final version of your Reflective Account of Practice, which is the basis of assessment. The different components are outlined below in Figure 2 and are explained in more detail in the following.

Figure 2: Programme Components
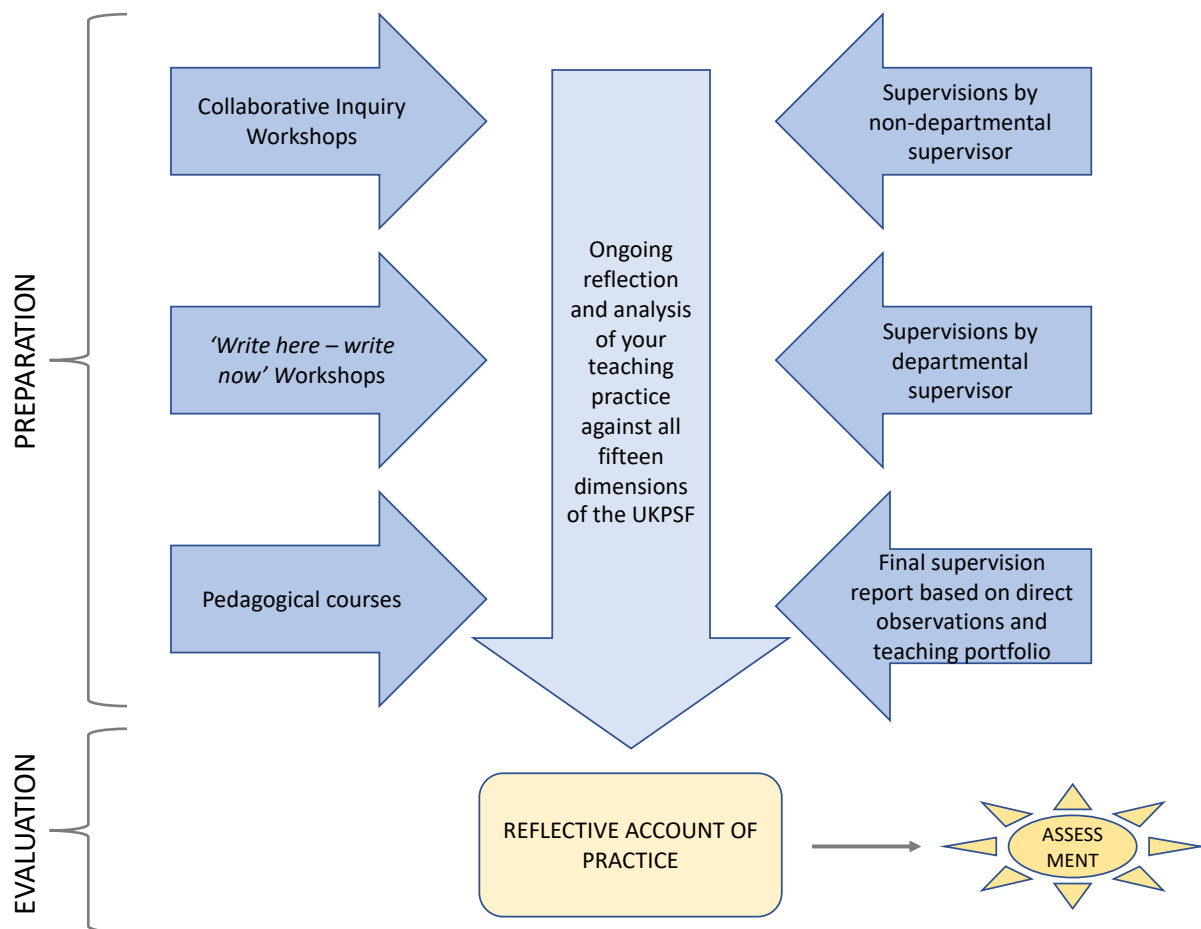
Collaborative Inquiry (COIN) workshops are half-day workshops preceded by extensive online modules, in which you can collaboratively analyse your teaching practice. Each COIN workshop will focus on a different dimension of the first four Areas of Activity as outlined in the UKPSF and will include reflection on all Areas of Core Knowledge and Professional Values. You can also attend writing workshops ('Write here – Write now' workshops) to learn how to put your reflections into a written format. Further, we encourage you to participate in pedagogical courses offered by CBS or other higher education institutions in order to fill knowledge gaps, to broaden the evidence base that serves your informed decision making for teaching, and to support your continuous professional development as a teacher. Finally, you will have two teaching supervisors who will observe, discuss and give feedback on your teaching practice and on your teaching portfolio. In the portfolio you also reflect on student evaluations/feedback and your continuous professional development. After all supervision activities have taken place, your supervisors will draft a final supervision report, which authenticates your practice. All components are described in more detail below, and the HETEP Programme Canvas room on the CBS Learning Management Site will provide you with content, learning activities, deadlines and other practical information linked to each of the components. You will be automatically enrolled in the HETEP Canvas room when you enter the programme.

3.1 Workshops and courses

3.1.1 Collaborative Inquiry (COIN) workshops

Collaborative Inquiry workshops are delivered in a blended learning environment. Extensive modules with preparation videos, readings, and assignments will serve as a knowledge and reflection base for collaborative inquiry at half-day F2F workshops. The topics of the four COIN workshops are:
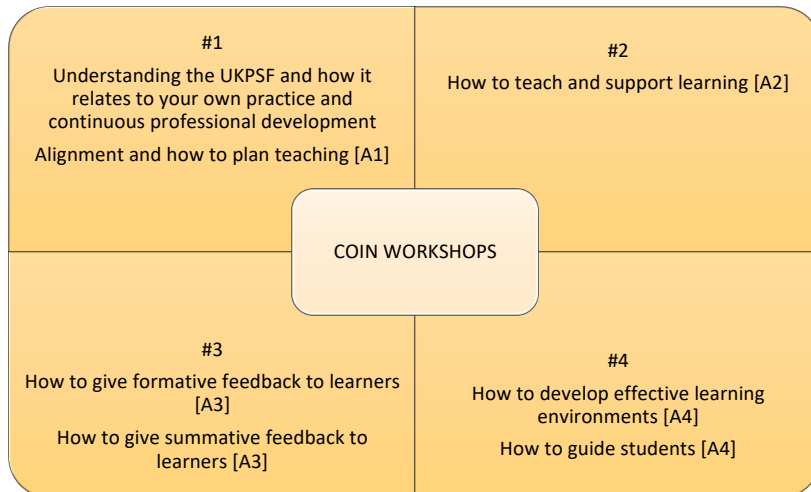
Each of the COIN workshops focuses on one of the Areas of Activity as outlined in the UKPSF. However, through friendly and analytical collaborative inquiry in the F2F sessions, we will investigate how the remaining Dimensions of the Framework (all relevant aspects of Core Knowledge and Professional Values) map onto one of your own practice examples within the particular Area of Activity.[2]

In order to pass each COIN workshop, you must hand in a 300 to 500-word analytical account of the topics covered in the particular workshop and, if required, participate in a peer grading process, which will focus on your ability to engage with and generate ideas for how to address the Dimensions of the Framework - as outlined in the UKPSF - in a way that will promote student learning and development. A colleague who has gained HEA Fellowship or Senior Fellowship will give feedback to each participant and decide if your analytical account and the feedback provided by you is acceptable or if you need to resubmit at a later stage. The collaborative inquiries, your analytical accounts, and the (peer) feedback received can serve as a starting point for your Reflective Account of Practice (see section 3.4).

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[2] Please note that the fifth area of activity (A5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices) is an integral part of the programme, since we take an evidence-based approach to your professional development and practice. To this end, we have developed a bibliography mapped onto the Dimensions of the Framework, which will be shared with you upon enrolment.

You will be automatically invited to the next opportunity for participation in the COIN workshops upon enrolment. Further instructions and deadlines are posted on your Canvas site. All four COIN workshops run once per semester.

3.1.2 'Write here – Write now' workshops

'Write here – Write now' workshops give you the opportunity to write your reflective accounts in the presence of peers and tutors. The tutors will themselves have gained Fellowship or Senior Fellowship with Advance HE. Writing a Reflective Account of Practice requires iterative loops of thinking, speaking, and writing.
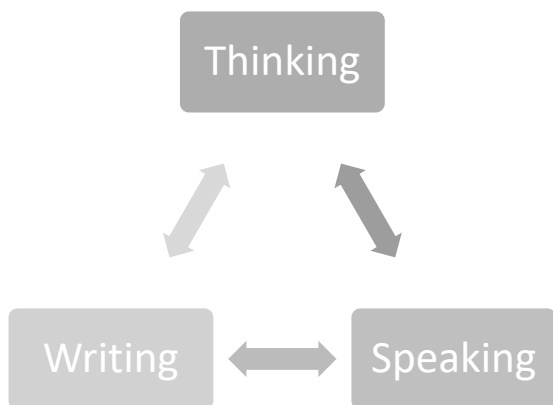
In our view, written accounts are merely a tool to express your analytical approach to designing, implementing or evaluating teaching and learning activities. Therefore, these workshops also offer you the opportunity to discuss your analysis with peers and tutors before putting it into writing. So, the workshops can help you think analytically and exchange thoughts before writing a section of your reflective account. They might also help you to identify knowledge gaps, missing areas of activity or lack of attention to specific values that you need to explore, before finalizing your Reflective Account of Practice (see section 3.4).

'Write here – Write now' workshops are up to 3 hours long and run 8-12 times a year. During the first hour, you will receive some input and can ask questions in plenum. Then you can work on your Reflective Account of Practice in the presence of peers and at least one tutor. Participants can stay

at the workshop as long as they like, as the writing area will be booked for half a day. Please see availabilities and dates on your Canvas page.

3.1.3 Pedagogical courses

You are expected to demonstrate continuous professional development beyond the successful completion of the four COIN workshops. To this end, Teaching & Learning offers a wide range of pedagogical courses that can provide you with 'food for thought' useful for your analytical approach to your own teaching practice. The courses run according to demand and are open to all CBS faculty to help you all keep in good standing with the professional standards outlined in the UKPSF, as they support you in your Post-Fellowship Continuous Professional Development (CPD). Several of these courses map onto specific Dimensions of the Framework as indicated in the overview of sample courses in Appendix 1. For example, the course 'Leveraging diversity in the classroom' maps onto your professional values as a teacher, especially Dimensions V1 and V2 of the Framework as outlined in the UKPSF.

You are expected to attend pedagogical courses during the course of this programme as an integral part of demonstrating your engagement in continuing professional development. A minimum of four course days – or equivalent CPD – within the last five years before finalizing the programme is required. However, as per UKPSF dimension A5 you are expected to be able to demonstrate *continuing* engagement in professional development, so please consider how you can evidence this if all your courses date five years back. Of course, participation in pedagogical courses from other higher education institutions can also demonstrate your engagement in continuous professional development and help you achieve the core knowledge you need. If you want courses from other institutions to count towards this requirement, you must provide information about the courses (content, learning objectives, length, syllabus, and certificate) which will be assessed on a case-by-case basis by the Academic Director of the Teaching Excellence Programme.

3.2 Teaching supervision and portfolio

You will receive supervision by two supervisors throughout the programme. One of your supervisors is a senior colleague from your department (the departmental supervisor), and the other

is a member of the CBS teaching ambassadors' network, a group of faculty members who meet regularly to develop their pedagogical competencies and who perform teaching supervisions across CBS. Several of the non-departmental supervisors have gained Fellowship or Senior Fellowship with Advance HE and they all have current understanding of the UKPSF. The main focus areas of your two supervisors are:

Non-departmental Supervisor	Departmental Supervisor
General pedagogical and current understanding of the UKPSF, the practical implementation of this understanding and its impact on student learning processes.	Subject-specific teaching traditions and the relation between research base and teaching activities.
Upon enrolment in the programme, the non-departmental supervisor is assigned by CBS Teaching & Learning.	Upon enrolment in the programme, you choose your departmental supervisor in collaboration with the Head of Department.

3.2.1 Drafting your two-year plan

In order to plan your teaching supervisions and progress through the programme, you must invite both supervisors to a joint kick-off meeting. You should do this shortly upon enrolment in the programme. Prior to the meeting, share an initial two-year plan of how/when to finalize the different components of the programme. Completing the programme usually takes up to two years, but shorter completion is also possible, and it is dependent on your recent professional development activities and current understanding and ability to evidence effective approaches to teaching as a key contribution to student learning. At the meeting you will get to know each other and agree upon a plan that allows you to benefit the most from teaching observations and feedback within the agreed timeframe. After the meeting, you can revise the plan if needed. Please share the final version with both supervisors and the Academic Officer of the programme (see contact details in section 1). Please see the template for the plan in Appendix 2.

3.2.2 The supervision process

You must initiate at least five teaching observations during the programme. Please coordinate pre-meetings, observations, and follow-up meetings with your supervisors well ahead of time, as they may have limited availability for attendance. The supervisions <u>must</u> cover examples of class teaching, project guidance, and summative assessment activities.

Non-departmental Supervisor	Departmental Supervisor
Must engage in at least **3 observations** that cover **class teaching** (F2F, blended or online) and **project guidance.**	Must engage in at least **2 observations** which cover **class teaching** (F2F, blended or online) and a **summative assessment activity** (preferably an oral exam).

It is recommended that observations take place over a longer period of time – at least half a year – in order to give you the opportunity to develop your competences between observations based on the feedback given. Each supervision process should entail a pre-meeting, an observation, written feedback, and a follow-up meeting.

Pre-meeting → Observation → Written feedback → Follow-up meeting

During the pre-meeting, you should inform your supervisor about
- The content and objectives of the teaching activity.
- Your informed rationale for what you intend to do, how you want to do it, why you intend to do it this way, and which effect you envision.
- Special wishes concerning the observation and feedback. Please see the observation guides in Appendix 3 for inspiration.

After the observation, the supervisor provides you with written feedback to be discussed at the follow-up meeting that finalizes the observation process. This feedback is meant to help you grow. If you like, you can use some of this feedback to evidence your claims in your Reflective Account of Practice (see section 3.4).

3.2.3 Teaching portfolio

All CBS faculty must continuously update their teaching portfolios to ensure systematic documentation of teaching qualifications, so we encourage you to do just that and to bring the updated version to your supervision meetings in order to give your supervisors the best overview of where you are and what you need to develop. Towards the end of the programme, your non-departmental supervisor will give you feedback on the content and structure of your portfolio, which will allow you to further develop it. Once all programme activities are finalized (see also section 3.3), you must hand in the final version of your teaching portfolio to both supervisors. This will give your supervisors a comprehensive overview of your teaching-related activities, evaluations, and reflections on your development before they jointly draft their supervision report. The teaching portfolio should be brief – no more than five pages long – and should be organised as shown below. Please note that even though appendices are not included in the page count, you should carefully select and – if possible – summarize in the portfolio what the appendices intend to evidence. Appendices will usually be 5 - 20 pages long.

1. Documentary material
    a) A pedagogical CV, including the courses you have taught and the teaching roles you have assumed.
    b) A summary of student evaluations of your teaching. The portfolio should cover all student evaluations, but not all of them have to be included in full length. In this section, your evaluations should be briefly listed and described on an overall level (e.g. how your evaluations in the different courses have changed over time or how selected qualitative comments from the evaluations have informed your teaching developments), while the appendices should provide documentation for this, including a summary of your personal evaluation scores in all of your courses and (relevant sections of) selected evaluations.
    c) Brief descriptions of prepared teaching materials (examples can be included in the appendices).
    d) A summary of written feedback on teaching activities, e.g., by your supervisors, co-teachers/peers (examples can be included in the appendices).
    e) If possible, a summary of written assessments of your teaching, e.g., past assessments prior to this programme (examples can be included in the appendices).

f) A summary of pedagogical courses and programmes you have attended (copies of diplomas should be included in the appendices).
g) If possible, a summary of your participation in conferences on teaching, learning, or course and programme management.
h) If possible, a summary of co-authored materials (papers, books, chapters) about university teaching, course and programme management (copies of the material can be included in the appendices).
i) A description of other documentary material that is included in the appendices.

2. Reflections on your pedagogical competences and ambitions:

State here your reflections on your pedagogical competences, which should be partly related to prior activities evidenced in the documentary material, but also to your ambitions in teaching. Thus, it should mainly document your successful engagement in – but also outline your future plans for – continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices. These reflections prepare you for evidencing your fulfilment of one of the learning objectives of the programme (please see learning objective VI in section 2 and A5 of the UKPSF).

3.3 Supervision Report

Once you have attended four elective course days, passed the COIN workshops, received supervision, and received feedback on your teaching portfolio, you should revise your teaching portfolio. You should then send the final portfolio to both of your supervisors and ask them to write a final supervision report (see template in Appendix 5). The supervision report provides a professional reference which authenticates your practice in teaching and learning against the Dimensions of the Framework as outlined in the UKPSF. Instructions for authors of final supervision reports can be found in Appendix 5. When you hand in your Reflective Account of Practice for assessment to gain programme completion/Fellowship, the final supervision report must be added as an attachment.

Please note that the supervision report is NOT part of the basis of assessment, but a means to authenticate your practice. The key principle is that it is your own responsibility to make a satisfactory claim. You cannot be judged to have met the standard for Descriptor 2 (Fellow) unless you yourself have convincingly argued for meeting the standard requirements, i.e., the learning objectives, through your Reflective Account of Practice. However, supervision reports can serve as an evidence base for some of the claims you make in your Reflective Account of Practice, along

with other sources (e.g. feedback from students, grade statistics, teaching awards, etc.). It is your responsibility to refer to the supervision report, whenever you find it relevant.

3.4 Reflective Account of Practice

The Reflective Account of Practice is an analytical narrative that you can work on throughout the programme. In this document, you evidence how you have made sound and informed decisions about teaching-related activities and put them into action, while taking into account societal, organizational and personal values and situational contexts. In the Reflective Account of Practice, you must:

- Write in the first person. If the described teaching activity is a joint effort with other colleagues, you should consider what you could rightfully claim to be your contribution.
- Analyse only teaching practice from the past five years.
- Always state a sound and informed rationale for what you did, why you did it, why you did it in this particular way, how you did it, and what effect it had.
- Cover ALL Dimensions of the Framework in such a way that you meet the learning objectives of the programme.
- Indicate clearly which Dimensions of the Framework you cover in the different sections of the narrative. For example, if you have a paragraph in which you describe how you have designed feedback practices that respect individual learners and diverse learning communities, you would add [A3, V1] at the end of the paragraph. When you give your rationale for the feedback process design based on prior research and evidence the outcome of your feedback process for student learning, you would add [V3, K5] and perhaps [K2, K3] at the end of the paragraph.
- Write no more than 3,000 words (plus a reference list beyond the word count and an extra 300-word allowance for a context statement). Context statements allow you to briefly describe who you are and the context you teach in. They are not included in the assessment but contextualize your Reflective Account of Practice. Therefore, context statements do not need to be annotated against the UKPSF.
- Use the form outlined in Appendix 4.

Consider your Reflective Account of Practice as a work in progress throughout the programme. It can be informed by the COIN workshops, pedagogical courses, supervision feedback, the final supervision report, your teaching portfolio, student and peer evaluations, and the Scholarship of Teaching and Learning (SoTL). Inspiration on the latter can be found in the HETEP bibliography, in which we map papers from top education journals onto the UKPSF. The bibliography is available on the HETEP Canvas page. If you would like to work on your Reflective Account of Practice in a

collaborative environment amongst peers, please attend our 'Write here – Write now' workshops (see also section 3.1.2).

3.5 Evaluation by CBS assessment panel

You can submit your application consisting of your Reflective Account of Practice (see section 3.4) including the final supervision report attachment (see section 3.3), for assessment four times a year – February 28, May 15, August 30, November 30 (if these dates are holidays or weekends, the hand-in deadline is the first working day after these dates). Please hand in your application as per instructions on our Canvas site before the application deadline.

The assessment process (from submission to decision letter) will take up to six weeks to complete and is visualized in Figure 2. The numbers in the arrows indicate the number of days that the specific part of the process will take.

Figure 2: The assessment process
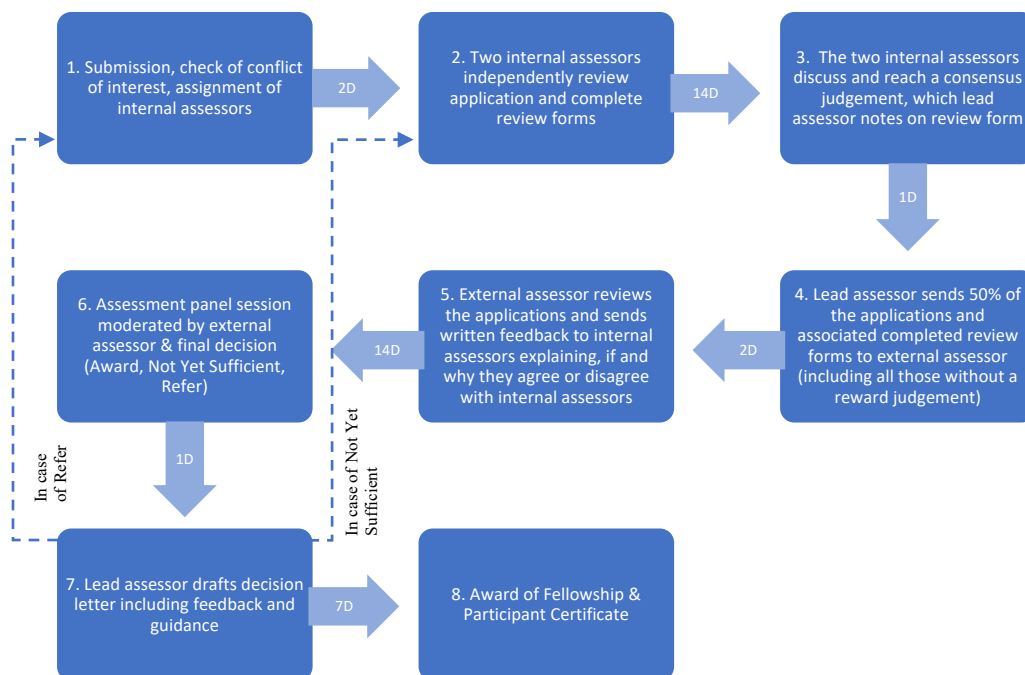
1) Submission. On receipt of the applications (after one of the four hand-in deadlines has passed), the programme administration forwards each application to two internal assessors, both of whom hold a minimum of FHEA and have no conflict of interest.

2) Each internal assessor reviews each application independently and records comments and preliminary judgement on the assessment grid sheet.

3) At a meeting, both assessors compare and discuss their initial judgements and comments and reach a consensus judgement, subject to moderation by the external assessor as outlined below. Possible consensus judgements are:
   o Award: Criteria for Fellowship award are met.
   o Not yet sufficient: Minor modifications are required before criteria are met. Fellowship is reconsidered by the original pair of internal assessors based upon a revised application (revisions of max 300 extra words in different colour) which must be submitted within 4 weeks upon receipt of decision letter. Both internal assessors independently review the revised application and then meet to reach a consensus decision. If the application still does not meet the criteria after minor modifications, the applicant will be asked to resubmit at a future hand-in deadline. In this case, resubmissions will be handled by new internal assessors and will be subject to moderation by the external assessor as outlined below.
   o Refer: Criteria are not met, and the applicant will be asked to resubmit at a future hand-in deadline. All resubmissions will be handled by new internal assessors and will be subject to moderation by the External Assessor as outlined below.

Should the internal assessors not be able to reach a consensus judgement through discussion, the application will be subject to moderation by the External Assessor as outlined below.

4) The lead internal assessor samples 50% of the applications (a minimum of 6 across a range of assessors) and associated completed review forms and sends them to external assessor (including all those without 'award' consensus judgements).

5) The external assessor reviews the applications and internal review forms and sends written feedback to internal assessors explaining, if and why they agree or disagree with internal judgements.

6) The internal assessors and the external assessor meet at an assessment panel session, which is moderated by the external assessor. Moderation by the external assessor will take place during the active decision-making process, that is prior to the final fellowship judgement being made. Final decisions are endorsed at the end of the assessment panel session and rationales for *Award*, *Not Yet Sufficient* or *Refer* decisions are recorded and summarised by the lead internal assessor.

7) The lead internal assessor writes a decision letter including feedback and guidance

8) In case of *Award* decisions, the programme administration sends Fellowship awards, programme participation certificates, and decision letter including feedback and guidance on future CPD to the applicants.

If you want to complain about the programme or have some feedback you would like to share, please contact the Academic Director of the Programme (see contact details in section 1). If you want to appeal an assessment process/procedure, please approach the Director of Teaching & Learning (see contact details at teach.cbs.dk), who will review your appeal and respond/take measures. You are always welcome to approach the Academic Officer of the Programme (see contact details in section 1) for guidance, as well as for matters of concern that you would like to raise in a confidential manner. To voice feedback or matters of concern, you are also welcome to contact the advisory board for the Teaching Excellence Programme. The members of the advisory board are themselves participants or recent participants of the programme and can collect and forward participants' input in a confidential manner to the programme administration and/or programme quality board. If you would like to join the advisory board, please see further information on Canvas or contact the administration of the programme. Your application and panel assessments will be handled and archived in accordance with GDPR and the Data Protection Act 2019.

3.6 Overview of your tasks

For an easy overview of your tasks, please see the below checklist. Please note that being able to evidence all learning objectives may entail other tasks that you need to attend to, such as participate in pedagogical courses, consult the scholarship of teaching and learning, use

feedback in your teaching, use teaching technologies, evaluate the effectiveness of your teaching, etc. It all depends on what you have done in the past, perhaps even prior to your enrolment in the programme. Overall, prior to assessment you will have to:

- ✓ *Pass four COIN workshops*
- ✓ *Participate in pedagogical courses (the equivalent of four course days within the last five years)*
- ✓ *Arrange five observations of your teaching*
- ✓ *Make sure that you can evidence all learning objectives*
- ✓ *Create and get feedback on your teaching portfolio*
- ✓ *Request a final supervision report from your supervisors*
- ✓ *Write a Reflective Account of Practice*
- ✓ *Submit the Reflective Account of Practice for assessment (include the final supervision report as appendix. NB! The supervision report is NOT part of the assessment but intended to authenticate your practice).*

You will find a description of each of these tasks in this handbook. Please see the table of contents for an overview.

4. Frequently Asked Questions

Question: I am Fellow of the Higher Education Academy. Does this mean that I do not have to participate in the HETEP programme for early career faculty (Universitetspædagogikum)?

Answer: The HETEP programme is a double degree programme, leading to the award of Fellowship of the Higher Education Academy AND to passing of the programme itself (Universitetspædagogikum). Passing of the programme (or equivalent) is required by Danish law if you want to advance to associate professor level. If you have been awarded Fellow of the Higher Education Academy through an accredited programme similar to the HETEP programme, you will not be assessed for/awarded renewed Fellowship, but you will have the opportunity to pass the programme to achieve the Danish programme certificate (Universitetspædagogikum). To this end, you might be excused from some of the required components of the programme. This is decided on a case-by-case basis by the Academic Director of the Teaching Excellence Programme, and only upon request. To this end, you must provide information about the programme that has led to Fellowship.

Question: I have participated in pedagogical courses prior to my current employment at CBS. Do I still have to participate in pedagogical courses in order to fulfil the elective course requirements of the programme?

Answer: Courses taken <u>within the last five years prior to finalizing the programme</u> can count towards the elective course requirements of the programme. Exemptions from course requirements based on prior courses are decided on a case-by-case basis by the Academic Director of the Teaching Excellence Programme, and only upon request. To this end, you must provide information about the courses (content, learning objectives, length, syllabus, and certificate). However, if all your courses were taken five years ago, be aware that you must be able to evidence <u>continuous</u> professional development to meet dimension A5 of the UKPSF.

Appendix 1 – Pedagogical Courses[3]

Course Title	Brief course description	Indicative links to main UKPSF dimension covered
From the theatre to the classroom	How to benefit from the Craft of Acting to develop your Personal Performance style. The main goal of the course is to show the path to feeling present, free, engaged and creating a mutual lively contact with your students and colleagues.	A2 V2
Supervision of master's thesis	Supervisor types and supervision models: Insights from the research on thesis supervision in Denmark. Dialogue and types of feedback: Supervisor's considerations and students' needs. Practical tools in thesis. CBS's thesis rules from a supervisor's perspective on supervision.	A4 A3 V3
Student Activities in Blended Learning	In this course you will work with designing student activities for blended courses. Research argues that students benefit from activity-based teaching. But how do you as a teacher change your focus from content and curriculum to activities? And how do you succeed in activating your students? In this workshop, you will be inspired and guided in how to create learning activities that enable students to acquire the skills and competences described in the learning objectives in your course.	A1 A2 K3 K4 V3
Oral examination and assessment	This course will help you qualify as an oral examiner in university education in Denmark, primarily bachelor and master's level programs in social sciences, incl. business administration and economics.	A3 V2
How to teach with peer feedback using Peergrade	The purpose of this workshop is to give the participants a good understanding of best practices for implementing online peer feedback in a course and, in addition, to discuss the challenges and benefits of using this activity.	A3 K4
Assertive verbal – oral communication and personal performance	As lecturers, we need to consider how to perform the content of our teaching in a way that attracts attention and commitment from the students. Therefore, steering the voice, mindset and body language in the right direction is an important skill to learn to make that impact.	A2 V2
Teaching with Slides: Visuals for Learning	A small group intensive course for teachers who use slideware such as PowerPoint, Keynote or Prezi. The focus will be on creating slides that are visually engaging following the insight that visual representations, more so than text, encourage student participation and processing. You will learn while working on improving your own slides and giving and receiving feedback in the group.	A2 K4 V2

[3] This is a list of courses posted for the next semester. Other/new courses will be posted on a running basis. Please see detailed course descriptions, enrolment options and dates on the course webpage https://teach.cbs.dk/training/

How to practice continuous feedback	In this workshop, you will be introduced to the term 'continuous feedback' and get some hands-on experience with applying continuous feedback activities in your teaching. You will also be presented with different feedback examples.	A3 K3 K4
Blended learning (self-paced course)	By the end of this course you will be able to: Reflect on how blended approaches can support student learning Review and compare multimedia formats that effectively support content delivery Review and discuss online tools and approaches to promote active and social learning Review online tools to support student feedback and assessment Reflect on colleagues' experiences of shifting to blended learning Capture some initial ideas about how the ideas presented can be applied to your own course	A1 A2 A3 A4 K3 K4
Online Module on Oral Examination and Assessment (Self-paced course)	This self-paced course helps you qualify as an oral examiner in university education in Denmark, primarily bachelor and master's level programs in social sciences, incl. business administration and economics.	A3
Crash course in online learning activities	This crash course is an opportunity to investigate and try out a range of online activities that can supplement, or possibly replace, in-class activities. The course is based upon the idea of active experimentation, and during the course you will interactively experience five types of online teaching activities: 1) online lectures 2) online quizzes 3) peer assessed assignments 4) online group work 5) e-moderation	A1 A2 K4 V2
Leveraging diversity in the classroom	This course is an opportunity for teachers from different backgrounds and levels of experience to come together and investigate how differences between them and the students as well as among the students play a role in the teaching and learning experience.	A4 K3 V1 V2

Case-based teaching	By participating in this course you will: Increase your awareness of teaching approaches that fully integrate business cases into a course curriculum (case-based teaching). Be equipped with a toolkit of basic skills for designing curricula, leading a case-based course and suggesting to seasoned teachers ideas about alternative approaches.	A1 A2 K2
Whiteboard Telling	You will learn: How to use Whiteboard presentations as a complementary tool to PowerPoint How to present a complex story through simple drawings and key words To structure and clarify your presentations with a presentation model that you can use no matter what type of visuals you employ You will become better at: Giving interactive presentations and capturing your audience's attention Using storytelling to illustrate your theory or topic	A2 K4
Teaching writing – how to help your students write better and learn better at the same time	This seminar will apply the principles of Writing Process Reengineering to the design and assessment of student assignments. It will leverage the 'writing moment' and the academic paragraph to the aim of letting students experience their own writing and that of their fellow students, cultivating an awareness of quality and the skills needed to produce it. Most importantly, it will help teachers quickly and easily identify good writing and suggest lines of improvement through deliberate practice. In addition to the tools presented, this is a great opportunity to learn how the library can support your teaching practices. Finally, the course includes a brief introduction to the Peergrade platform which is available for use by CBS faculty to facilitate peer feedback on written work.	A2 A4 K3 K4

Appendix 2 – Template for the Two-Year Plan

Please share the final two-year plan with both of your supervisors and the academic officer of the programme (see contact details in section 1).

2-Year Plan

Name:

Supervisors:

Meeting date:

Employment date & expiration date of current position:

Background and Teaching Experiences

- How would you describe your educational and research background (including your area of research, your academic interests as a teacher, and past synergies between your teaching and your research)?
- How would you describe the last blended, online, and on-campus courses you have taught? What were your own teaching responsibilities in the courses and the primary teaching methods employed by you?

Development

- What is your general view of your role as a teacher?
- How would you describe your department's and your field's teaching traditions?
- What do you perceive to be your strengths and weaknesses as a teacher?
- What do you think you need the most in order to be able to evidence your teaching practice against the UKPSF at Descriptor 2 (Fellow)?
- How can the departmental supervisor and non-departmental supervisor best contribute to this development?

Plans

- How do you currently envision your teaching portfolio for the next years (courses you will plan, teach, examine; topics you will supervise; programmes you will coordinate; etc.)?
- How do these plans align with the time you have allocated for teaching activities?
- Which pedagogical challenges do you currently envision in your teaching and how could the observations and feedback help you reflect on these challenges?
- Which courses and thesis/project guidance activities should be observed by your non-departmental supervisor?
- Which courses and exam activities should be observed by your departmental supervisor?
- Which pedagogical courses have you attended in the past and which courses could you benefit from in the future?
- Which other activities could help you develop as a teacher?

Appendix 3 – Guides for Teaching Observations and Feedback Discussions

Please see the guides below for inspiration about possible focus points in observations and feedback. These are annotated with examples of some relevant UKPSF dimension/s for your guidance. The Dimensions of the Framework overlap so other Dimensions may also be relevant. Please note that the guides are intended to inspire reflection and are not necessarily meant to be used in their entirety for each observed session. Please discuss which aspects of the guide you find most relevant before observing/discussing any teaching session

Observation and Feedback Guide for F2F, Blended, or Online Teaching

Design and plan learning opportunities for a course/session of a course (A1)
- Which opportunities for learning have been designed for the observed session (including <u>all</u> synchronous and asynchronous activities)? (A2)
- How are the learning opportunities aligned with the learning objectives and assessment of the course? (A1)
- Which purpose does the session and its learning opportunities serve, what is the connection between all of the different learning opportunities (including readings and other preparation), what is the connection between this session and previous/future sessions, and how is this communicated to the students? (K2, K3)
- How are digital or analogue learning technologies applied to support learning? (K4)
- Why did the teacher design and plan for learning the way outlined through the above? (A5, V3)

Teach and/or support learning (A2)
- How was learning facilitated by the teacher within the timeframe of the session (including synchronous online/F2F teaching AND asynchronous activities during the period which the session was designed for)?
- How were students engaged and activated?
- How did the teacher communicate/meta communicate with the students – both orally and in writing? (including command of language; voice, speaking pace and pausing; connection between what is said, how it is said and body language)
- How was synchronous teaching (online or F2F) managed? (including start of class/greeting; managing time and breaks; managing structure and changing between types of activity)
- How were the learning activities wrapped up?
- Why did the teacher teach and/or support learning the way outlined through the above? (A5, V3)

Assess and give feedback to learners (A3)
- How was feedback given to students?
- Which measures were taken to support learners in understanding and integrating the feedback given?

- What was the effect of the feedback?
- Why did the teacher assess and give feedback the way outlined through the above? (A5, V3)

Develop effective learning environments and approaches to student support and guidance (A4)
- How was the course/session set up in the LMS (Canvas) to support student learning?
- How was the learning environment (online or offline) designed to support student learning (e.g. foster participation, trust, relationship building between students and between students and teacher)?
- How was the learning environment designed to be inclusive of all students with, e.g., different backgrounds, assumptions, intellectual skills, and experience? (V1, V2)
- How were opportunities for student support designed and communicated?
- Why did the teacher design the learning and support environment the way outlined through the above? (A5, V3)

Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices. (A5)
- How has the teacher achieved the competences necessary to design, plan, and carry out teaching and feedback practices?
- What is the knowledge base of the pedagogical choices made by the teacher? (K1, K2, V3)
- What has the teacher learned from teaching the session that was observed?
- What seems to be the teacher's personal strengths which he/she could build upon in order to further develop as a lecturer?
- Considering all which is observed, how does it align with CBS's pedagogical principles?[4] (V4)
- Considering all which is observed, what may work for/against achieving the stated learning objectives of the session?
- How will this influence future teaching and engagement in professional development?
- Which methods did the teacher apply to evaluate the effectiveness of teaching (e.g. learning check quizzes, or index cards for comments on what is helping students to learn and what is making learning challenging)? (K5)

Observation and Feedback Guide – Project Guidance

Management of the Guidance:
- How – and based on whose perspective – is the meeting managed? (A2)

Feedback: (A3)

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[4] blog.cbs.dk/teach/pedagogical-principles

- Is the meeting dominated by text produced by the students? If so, did the students provide the teacher with any kind of instruction about which parts to focus on and what kind of feedback they needed?

- Is the feedback structured? For example: First, general comments, then the details, driven chronologically by the flow in the text, or no structure at all?

- Feedback content:
    - Mainly formative or summative
    - Mainly questioning or concluding
    - Mainly critically constructive or approving

- Which measures are taken to support learners in understanding and integrating the feedback given? (A4)

- What is the effect of the feedback?

Communication and Dialogue: (A2)

- Do the students and the teacher (mis)understand each other? Which tools does the teacher use to increase or to investigate the students' level of understanding?

- How is the teacher's engagement or lack of engagement expressed through body language or voice, etc.?

Meta Communication:

- How are these phases defined in the conversation and by whom?
    - Introduction
    - Closing
    - Transition between different phases

- Other kinds of meta communication

Roles:

- Did the teacher change his/her role (e.g. from focusing on product to focusing on process) during the meeting, and did he/she communicate that to the student(s)?

- Is the teacher aware of the possibilities in such shifts?

Conclusions/suggestions:

- Considering all of what is observed, which elements in the guidance process may work for or against the students' progress in their work and in their skill development?

- What are the teacher's personal strengths which he/she could build upon in order to further develop project guidance?

- Which methods did the teacher apply to evaluate the effectiveness of project guidance (e.g. end-of-meeting evaluation on what is helping students to learn and what is making learning challenging)? (K5)

Observation and Feedback Guide – Oral Examination and Assessment

NB! Observation of the deliberation is not allowed unless the supervisor participates in the exam as second examiner.

Management of the examination: (A3)
- How did the examiner manage his/her relation to the student?
- How did the examiner manage the available time?
- How did the examiner manage the relation to the second examiner?
- How did the examiner influence the atmosphere during the examination?
- Was there a meaningful, phase-divided structure?

Preparation:
- How was the examiner prepared?
    - In terms of questions (prepared or improvised)
    - Subject area (general to specific or the other way around)
    - Degree of difficulty in questions and topics
- How did the examiner prepare for the cooperation with the second examiner?

Examination technique:
- How did the questions asked reflect the grading criteria (learning objectives stated for the course)?
- Did the examiner follow up on his/her questions?
- Did the examiner ask for elaborations?
- How did the examiner respond towards good and not so good answers?
- To what extent was the examiner able to get to the central issues?
- What feedback did the student get during the examination – if any?

Discussion of grades (observation only possible if you participate as second examiner. Otherwise, this needs to be discussed based on the observed teacher's recollection of the situation):
- To what extent was the grading discussion based on learning objectives, grading scale, course description?

Feedback to students (if given) (observation only possible if you participate as second examiner or if the student gives explicit permission. Otherwise, this needs to be discussed based on the observed teacher's recollection of the situation):
- How was the feedback given and how did it relate to the learning objectives for the examination?

Conclusions/suggestions:
- Considering all which is observed, what may work against a valid and reliable assessment of the student(s)
- Which steps could be suggested to improve the skills of the observed examiner?

Appendix 4 – Template for your Reflective Account of Practice

Reflective Account of Practice against the UKPSF **at Descriptor 2 level (Fellowship)**	
Your name, affiliation, job role, and contact details	
Context statement (max 300 words)	
Write your context statement here:	
Evidencing Area of Activity 1 – Design and plan learning activities and/or programmes of study[5]	
Write your reflective account here:	
Evidencing Area of Activity 2 – Teach and/or support learning	
Write your reflective account here:	
Evidencing Area of Activity 3 – Assess and give feedback to learners	
Write your reflective account here:	
Evidencing Area of Activity 4 – Develop effective learning environments (online and offline) and approaches to student support and guidance	
Write your reflective account here:	
Evidencing Area of Activity 5 – Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.	
Write your reflective account here:	
References:	
I hereby declare that this Reflective Account of Practice is entirely my own original work except where otherwise indicated. I also declare that the Reflective Account of Practice is no longer than 3,000 words plus references plus a max. 300-word context statement. Finally, I declare that I have passed the four COIN workshops of the programme and that I have participated in the equivalent of four pedagogical course days within the last five years. I have attached the final supervision report from my teaching supervisors.	
Date	
Signature	

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[5] Remember to include <u>all</u> areas of Core Knowledge and <u>all</u> Professional Values in your analysis of the five Areas of Activity.

Appendix 5 – Guidance for Supervision Reports

Thank you for your contribution to the professional development of CBS faculty. The final supervision report provides a professional reference which comments on the programme participant's practice in teaching and learning against the Dimensions of the Framework as outlined in the UKPSF. Please see the Supervisor Training page for the programme on Canvas to gain current knowledge of the UKPSF and detailed guidance about supervising against the UKPSF.

When participants hand in their Reflective Account of Practice for assessment to gain Fellowship and pass the programme, they must add the final supervision report as an attachment. Please note that the supervision report is not itself the basis of assessment, but a means to authenticate the applicant's practice. As such, it can serve as an evidence base for some of the claims the applicant makes in the Reflective Account of Practice, along with other sources (e.g., feedback from students, grade statistics, teaching awards, etc.).

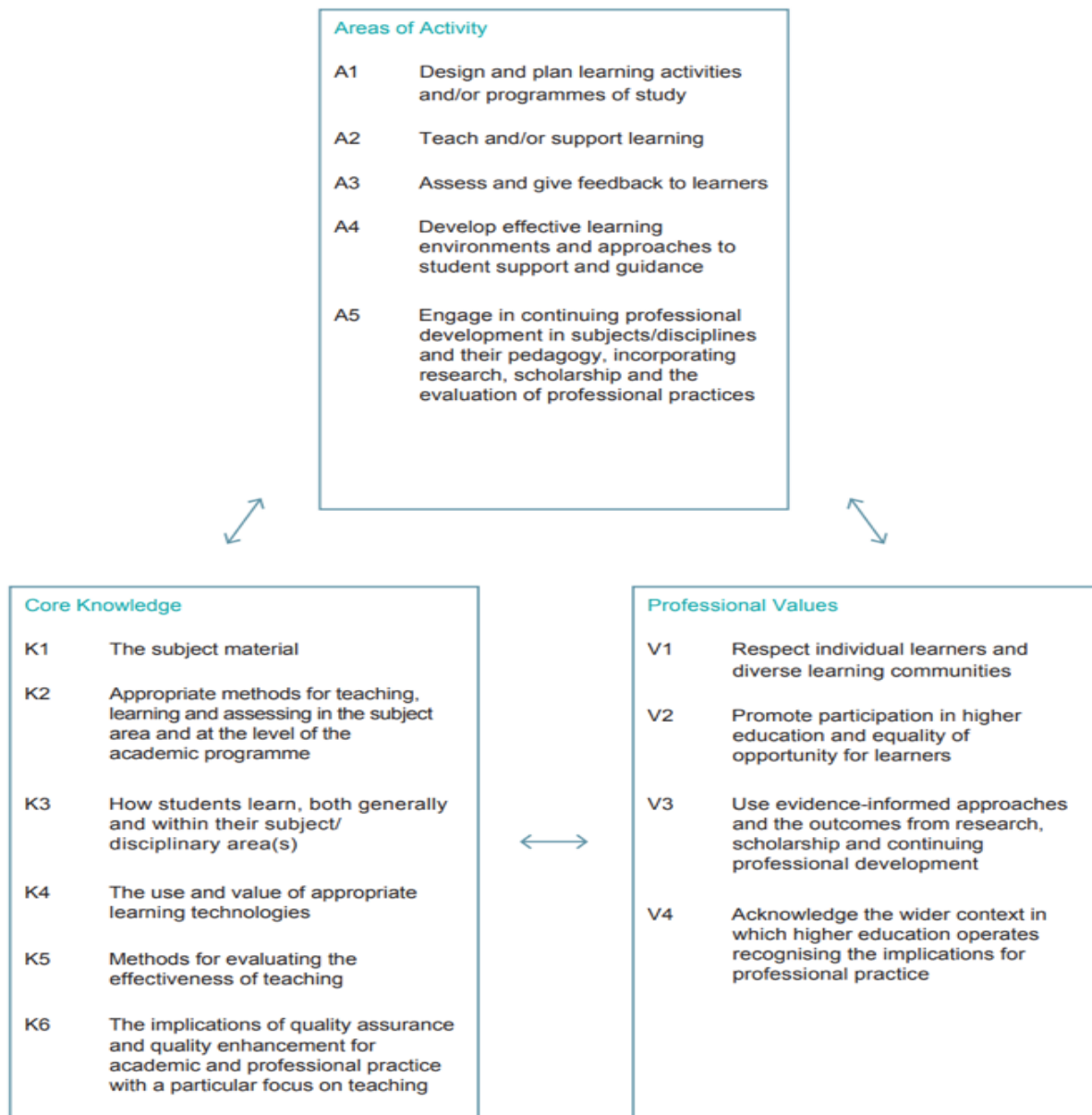In order to draft a joint final joint supervision report, both supervisors must have:

1. Familiarized themselves with the Dimensions of the Framework as outlined in the UKPSF (see Figure below) at Descriptor 2 (Fellow).[6]
2. First-hand experience with the participant's practice in teaching and learning.
3. Read the participant's teaching portfolio.

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[6] https://www.advance-he.ac.uk/fellowship

Areas of Activity

A1   Design and plan learning activities and/or programmes of study

A2   Teach and/or support learning

A3   Assess and give feedback to learners

A4   Develop effective learning environments and approaches to student support and guidance

A5   Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

Core Knowledge

K1   The subject material

K2   Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme

K3   How students learn, both generally and within their subject/ disciplinary area(s)

K4   The use and value of appropriate learning technologies

K5   Methods for evaluating the effectiveness of teaching

K6   The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

Professional Values

V1   Respect individual learners and diverse learning communities

V2   Promote participation in higher education and equality of opportunity for learners

V3   Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development

V4   Acknowledge the wider context in which higher education operates recognising the implications for professional practice

With this in place, joint supervision reports of no less than 600 words should convey your professional opinion about the participant's teaching practice against those Dimensions of the Framework that you can authenticate. The Core Knowledge and Professional Values of the framework underpin the practice of those seeking recognition, so please provide examples of how these are intertwined with the participant's teaching practice, when appropriate.
You should use the form provided at the end of this Appendix. Your final supervision report is returned directly to the participant (as a pdf file).

Supervision report based on the participant's teaching portfolio and direct observations of the applicant's teaching practice	
Name of the participant	
Non-departmental supervisor	
Name, affiliation and Fellowship status (if applicable)	
Please describe what has been observed by you and when.	
Please briefly state how the teaching portfolio (including student/peer feedback) is aligned with what you have witnessed in your direct observations and discussions with the participant.	
Departmental supervisor	
Name, affiliation and Fellowship status (if applicable)	
Please describe what has been observed by you and when.	
Please briefly state how the teaching portfolio (including student/peer feedback) is aligned with what you have witnessed in your direct observations and discussions with the participant.	
Joint supervision summary against the UKPSF	
This is the overall statement of your experiences with the teaching practice of the participant vis-à-vis the Dimensions of the Framework. Min. 600 words. For example: *We have witnessed:* - *how XXXX has designed and planned learning activities and/or programmes of study (A1) in the following way: ...* - *how XXXX has assessed and given feedback to learners (A3) in the following way:...* Please describe the participant's practice against <u>all those</u> of the 15 Dimensions of the Framework as outlined in the UKPSF, <u>which at least one of the supervisors can bear witness to</u>. Please provide concrete examples of what you have witnessed the participant demonstrate, and – if applicable – its effect on student learning.	
Name of non-departmental supervisor	Name of departmental supervisor
Date	
Signature	