

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, tenure track 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: Sylvia von Wallpach (MSO), SFHEA, svw.marktg@cbs.dk

Senior Consultant: Mia Stelsig Haagensen, AFHEA, msh.tl@cbs.dk or HETEP@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 Professional Standards Framework (PSF 2023) 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 PSF 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 PSF 2023.

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

PSF 2023 (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 requires focus on individual attitudes and societal skills as well as academic qualifications.

2. The PSF 2023 and Learning Objectives of the Programme

The overarching aim of this programme and the learning objectives are shaped by the Professional Standards Framework (PSF 2023)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 support. The PSF 2023 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 as illustrated in Figure 1. Dimensions are 15 statements which inform and describe practice. They are arranged as three related sets of five Professional Values, five forms of Core Knowledge and five Areas of Activity.

¹ https://advance-he.ac.uk/knowledge-hub/professional-standards-framework-teaching-and-supporting-learning-higher-education-0?_ga=2.170162022.731525146.1674991084-571066954.1646304278

Each set of Dimensions has its own stem statement. Essential to professional practice, these identify what professionals do to enable high-quality teaching and/or support of learning in higher education.

- Professional Values: underpin all forms of Core Knowledge and Areas of Activity. They are the foundation of professional practice.
- Core Knowledge: informed by the Professional Values, representing key forms of knowledge required to undertake the Areas of Activity. There are multiple and diverse forms of knowledge which are connected to and shaped by communities and contexts.
- Areas of Activity: bring together the Professional Values and forms of Core Knowledge, showing the essential activities that support delivery of effective practice.

The learning objectives of the HETEP programme are the PSF 2023 Descriptor 2 criteria (which are the requirements for Fellowship). To achieve Fellowship with the Higher Education Academy through CBS Higher Education Teaching Excellence Programme, the applicant must be able to demonstrate effectiveness of practice through evidence to meet the three PSF 2023 Descriptor 2 criteria statements, D2.1, D2.2 and D2.3. Descriptor 2 is suitable for individuals whose practice with learners has breadth and depth, enabling them to evidence all Dimensions.

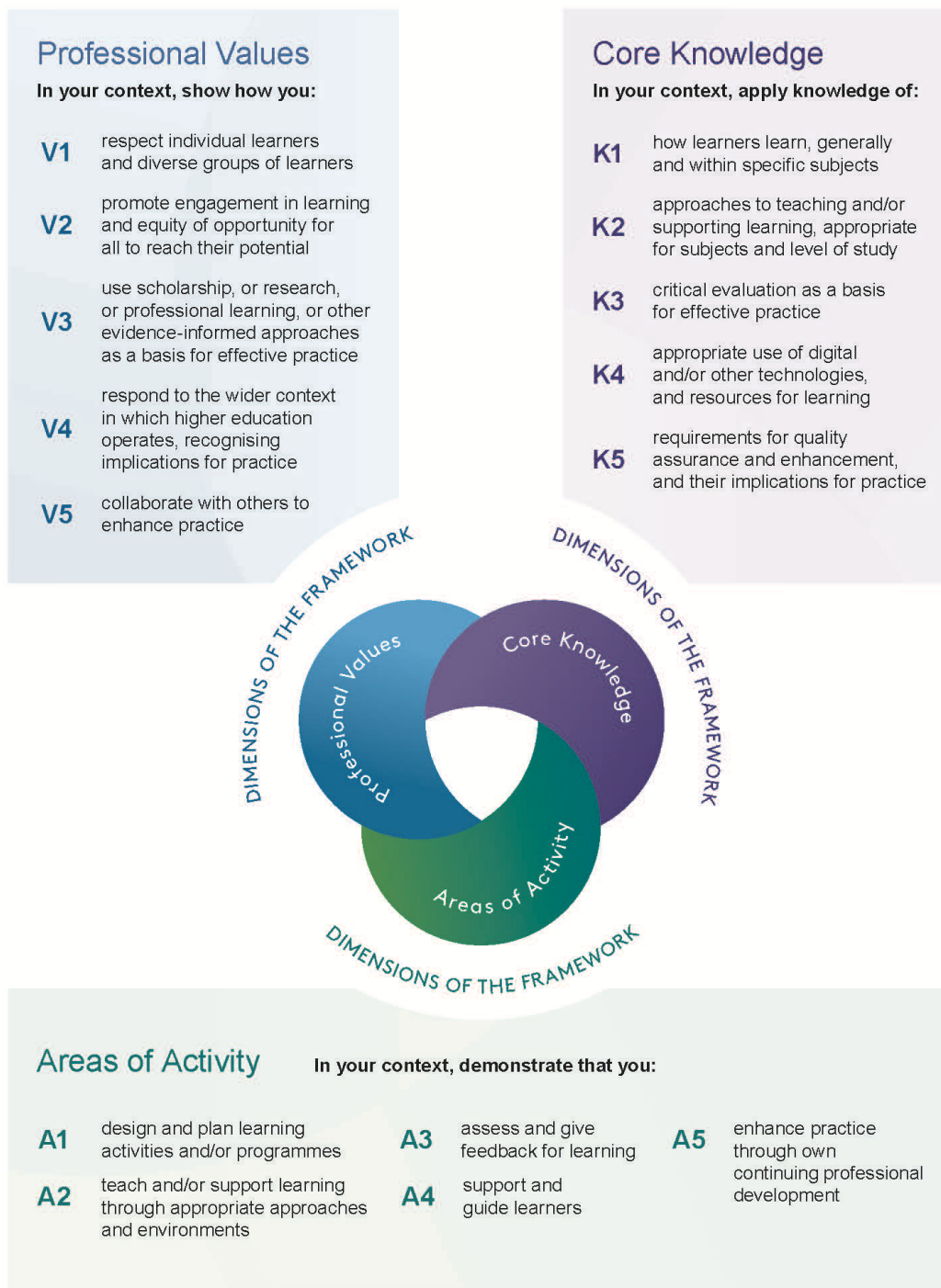
Consequently, by the end of the programme applicants must demonstrate the effectiveness of their teaching practice through evidence of all the following descriptor criteria:

- D2.1 Use of all five Professional Values
- D2.2 Application of all five forms of Core Knowledge
- D2.3 Effective and inclusive practice in all five Areas of Activity

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 PSF 2023, 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 PSF 2023 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.

Figure 1. The Dimensions of the Framework as outlined in the PSF 2023



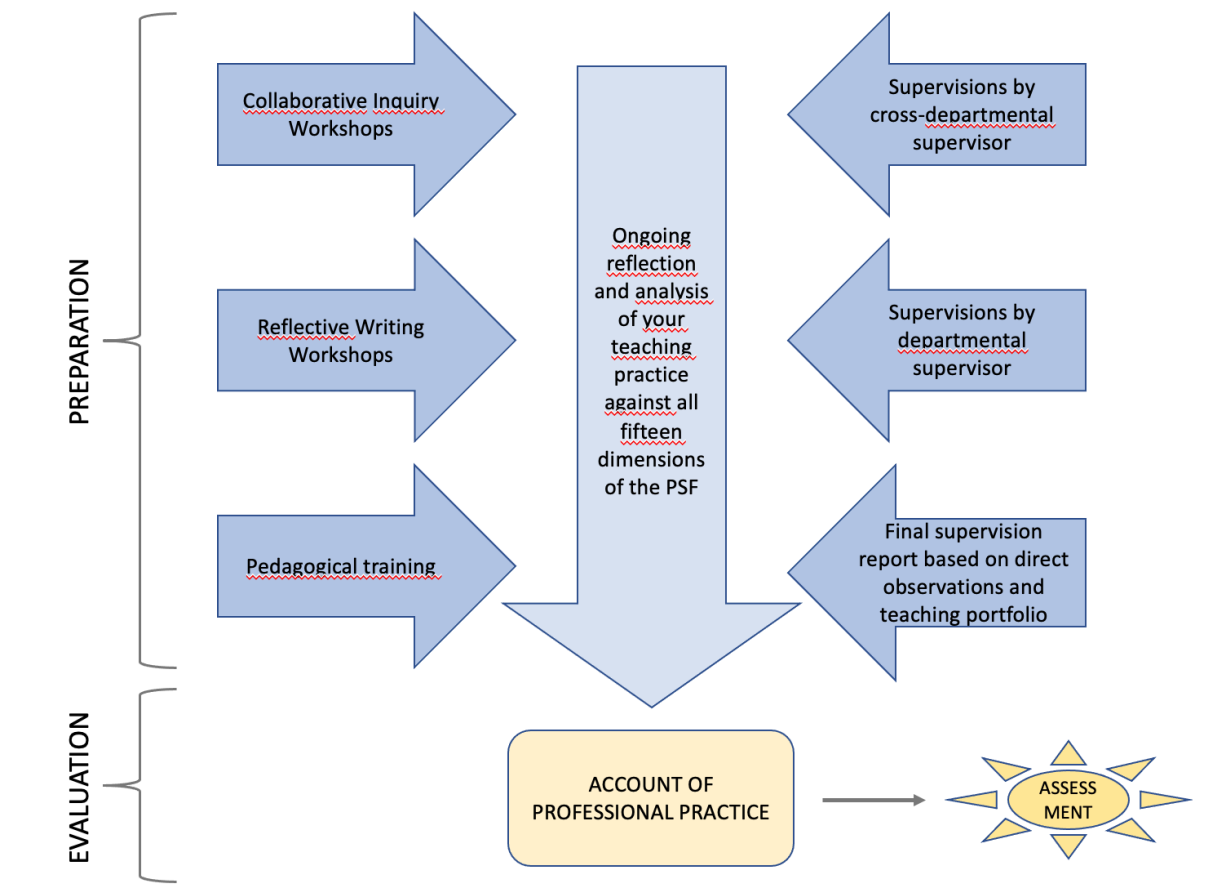
The programme provides successful participants with a HETEP programme certificate (in Danish: Universitetspædagogikum) and awards HEA Fellowship (Descriptor 2). If at some point later in your career you gain a leadership role in teaching and/or supporting learning, Teaching & Learning can guide you on 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/professional-standards-framework-teaching-and-supporting-learning-higher-education-0>

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-2023>. 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 Account of Professional 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 Account of Professional 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



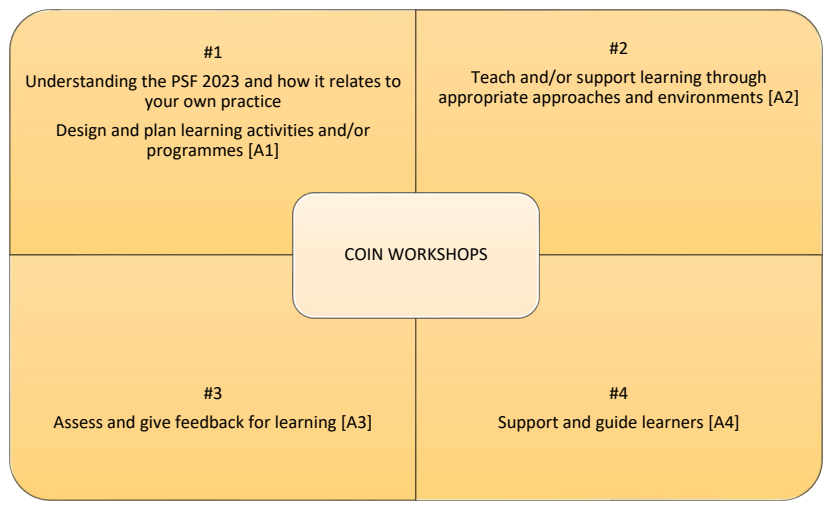
Collaborative Inquiry (COIN) workshops are half-day workshops preceded by extensive online modules, in which you can collaboratively analyse your teaching practice. Each COIN workshop will focus on a different dimension of the first four Areas of Activity as outlined in the PSF 2023 and will include reflection on all Areas of Core Knowledge and Professional Values. You can also attend Reflective Writing 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 mainly on one of the Areas of Activity as outlined in the PSF 2023. 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 brief 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 PSF 2023 - 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 Account of Professional Practice (see section 3.4).

All four COIN workshops run once per semester. You will be automatically invited to the next opportunity for participation in the COIN workshops upon enrolment. In case you need to postpone any of the workshops, please contact the HETEP administration to move your participation to a later workshop (this is also important for catering/food waste reasons). Further instructions and deadlines are posted on your Canvas site.

3.1.2 Reflective Writing Workshops

The reflective writing workshops (RW) will guide you in how to perform an analysis of professional practice vis-à-vis the PSF 2023, introduce you to the conventions of this writing style, and offer the space to develop your reflective accounts in the presence of peers and tutors. The tutors will themselves have gained Fellowship or Senior Fellowship with Advance HE.

The workshops can guide you and allow you to exchange thoughts before writing your Account of Professional Practice (see section 3.4). 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.

² Please note that the fifth area of activity (A5: Enhance practice through own continuing professional development) (CPD) is an integral part of the programme, as it is all about CPD. However, it is important to note that evidence for CPD's **impact** on the applicant's practice is central to assessment and no candidate should gain Fellowship who has not clearly and explicitly evidenced such a commitment.

The three reflective writing workshops (RW) are each 4 hours long. RW1 and RW2 run every semester, while RW3 runs a few weeks before each of the three yearly hand-in deadlines for your final Account of Professional Practice (see section 3.4).

RW1: Mapping your practice: Gathering evidence and exploring reflective writing (AoPP)

RW1 will introduce you to reflective writing, the particular requirements of the AoPP format, and the types of evidence/documentation that you should gather from now on and until you hand in your Account of Professional Practice for assessment at the end of the programme. The workshop will also give guidance on how to use the feedback from your COIN assignments in your ongoing work with the Account of Professional Practice.

RW2: Navigating the dimensions of PSF 2023: Identifying examples and weaving them together³.

Once you have passed all four COIN assignments, this workshop offers a closer look at the different dimensions of PSF and guidance on how to relate them to individual practice. To optimize your effort, all those attending will be expected to come with some individual reflective writing experience (e.g., reviewing their COIN submissions and using them to create first drafts of 2-3 sections of their Account of Professional Practice). This allows workshop participants to focus their attention on those dimensions, which could be the most challenging ones for them. RW2 concludes the series of HETEP workshops that run every semester.

You will automatically be invited to the RW1 and RW2 workshops when you enter the programme. We highly recommend that you attend the first available RW1 workshop, but in case you would like to postpone RW2, please contact the HETEP administration to move your participation to a later workshop (this is also important for catering/food waste reasons).

RW3: Approaching AoPP submission: Sharing insights and reflecting on feedback.

We recommend that you plan to attend RW3 prior to your preferred submission date (for the final assessment of your Account of Professional Practice). Participants of the workshop will be offered an opportunity to receive direct feedback from the reflective writing tutors on a small section (250

³ Please note that participants, who started the HETEP programme based on the PSF2011 (= all COIN cohorts prior to January 2024) will have the opportunity to discuss their writing based on the PSF 2011.

words) of the almost finalized Account of Professional Practice to prepare you for hand-in of your AoPP for the final assessment. At the RW3 workshop, you will be able to discuss the feedback with the tutor(s) and ask questions regarding the submission process. You sign up for the RW3 workshop by submitting your AoPP draft section approximately 1 week before the workshop as per instructions in the AoPP hand-in module on Canvas. Here you also find the dates and further description of these workshops.

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 PSF 2023, as they support you in your Post-Fellowship Continuous Professional Development (CPD). Several of these courses map onto specific Dimensions of the PSF 2023 as indicated in the overview of the course database on teach.cbs.dk. 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 PSF 2023.

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 workload – within the last five years before finalizing the programme is required. 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, as long as they have been completed within the last five years. 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 HETEP 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 cross-departmental supervisors have gained Senior Fellowship with Advance HE and they all have current understanding of the PSF 2023. The main focus areas of your two supervisors are:

Cross-departmental Supervisor	Departmental Supervisor
General pedagogical and current understanding of the PSF 2023, 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 cross-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 supervision 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 supervision plan of how/when to finalize the supervision components of the programme. Completing the programme usually takes up to two years, but shorter completion time 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 Senior Consultant of the programme (see contact details

in section 1). Please see the template for the plan in Appendix 1. You can find a word template of the supervision plan in the HETEP canvas room.

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 must cover examples of class teaching, project guidance, and summative assessment activities.

Cross-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.



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 2 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 Account of Professional Practice (see section 3.4).

3.2.3 Teaching portfolio

As per the job circular requirements, all teaching faculty at Danish universities are required to continuously maintain a teaching portfolio. At CBS, you are expected to discuss the content of your portfolio (only part B – see below) with your manager during the annual Employee Development Review (MUS). Upon request, your cross-departmental supervisor will give you feedback on a draft of your teaching 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, before they jointly draft their supervision report.

The CBS teaching portfolio consists of a reflective section (Part A) and an overview of experiences (Part B), which need to be completed and updated in sufficient detail for a minimum of the past 3 years. The number of attachments should be limited to a maximum of 10 pages. The teaching portfolio may prove useful to you, when drafting your reflective account of practice because it gives you an overview of your practice, even though the genres and the purposes of these two written accounts are quite different.

Part A - Reflections on strengths and aspirations:

Part A of the portfolio (please see template in link provided below) focuses on the applicant's reflections on their own pedagogical core strengths, the educational competencies they would like to develop, and the teaching opportunities they would like to pursue in the near future. The reflection can be structured to demonstrate development or highlight a specific theme that the applicant has worked on in their teaching.

Part B - Overview of experiences:

Part B of the portfolio consists of spreadsheets in an Excel folder (please see template in link provided below). This format offers a structured opportunity to provide context to student evaluations and document efforts to enhance teaching and support student learning. The excel folder contains three templates in which you can record your previous experiences:

- Teaching and Supervision, for documenting teaching competencies
- Continuous Professional Development, for documenting pedagogical courses, programs, knowledge-sharing groups, and events participated in
- Roles and Responsibilities, for documenting other contributions to a successful teaching and learning environment and the competencies gained through these activities.

Please see the templates and guiding materials on share:

<https://cbsshare.cbs.dk/vipservices/Pages/Teaching-Portfolio.aspx>

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 4). 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 PSF 2023. Instructions for authors of final supervision reports can be found in Appendix 4. When you hand in your Account of Professional Practice for assessment to gain programme completion/Fellowship, the final supervision report must be added as an attachment (please merge the two documents into one file before you upload it).

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 Account of Professional Practice. However, supervision reports can serve as an evidence base for some of the claims you make in your Account of Professional 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 Account of Professional Practice

The Account of Professional 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 Account of Professional 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 and focus on this.
- Analyse mainly teaching practice from the last five years, with a special focus on the most recent practice (last 3 years), which will reflect how your practice has developed during your time on the programme.
- 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 PSF2023 in such a way that you meet the learning objectives of the programme.
- Indicate clearly which Dimensions of the PSF2023 you demonstrate in depth in the different sections of the narrative. For example, if you have a paragraph in which you thoroughly demonstrate how you have designed feedback practices that respect individual learners and diverse groups of learners, you would add [A3, V1] at the end of the paragraph.
- Write no more than 3,000 words of continuous text (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 Account of Professional Practice. Therefore, context statements should not be annotated against the PSF 2023.
- Use the form outlined in Appendix 3. You can find a word-template of this on Canvas.

Consider your Account of Professional Practice as a work in progress throughout the programme. It can be informed by the COIN workshops, the Reflective Writing 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 PSF 2023. The bibliography is available on the HETEP Canvas page. We strongly advise you to work on your Account of Professional Practice as per guidelines discussed at the Reflective Writing

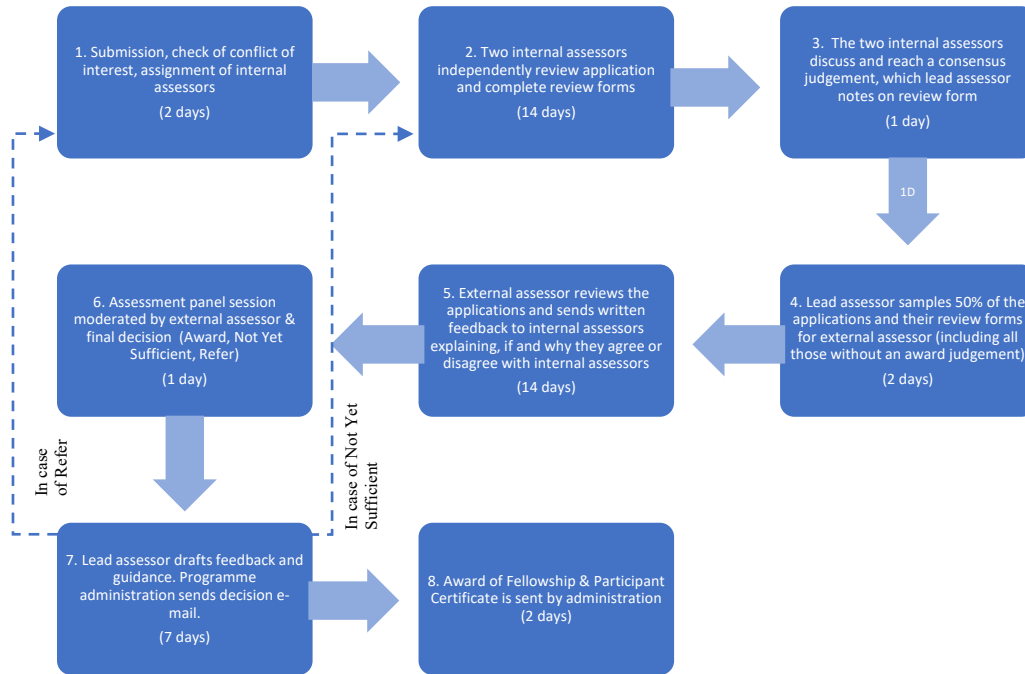
Workshops (see also section 3.1.2), as this is a genre most are unfamiliar with, and because your supervisors are not supposed to guide you in this regard.

3.5 Submission and evaluation by CBS assessment panel

You can submit your application consisting of your Account of Professional Practice (see section 3.4) including the final supervision report attachment (see section 3.3), for assessment three times a year – January 25, April 25 and September 25 (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 is based on the PSF 2023 and will take up to six weeks to complete (from submission to decision letter), as visualized in Figure 2. The numbers in the arrows indicate the number of days that the specific part of the process will usually take. Holidays may delay the process.

Figure 2: The assessment process



- 1) Submission. On receipt of the applications (after one of the three hand-in deadlines has passed), the programme administration forwards each application to the external assessor and the 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:
 - Award: Criteria for Fellowship award are met.
 - Not yet sufficient: Some 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 20 work days 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 a new panel, which is subject to moderation by the external assessor as outlined below.
 - 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 a new panel 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 sends the completed review forms to the external assessor and samples 50% of the applications (a minimum of 6 across a range of assessors) for further discussions (including all those without 'award' consensus judgements).

- 5) The external assessor reviews the identified sample of 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 feedback (including positive feedback and points for future development) is summarised by the lead internal assessor.
- 7) The lead internal assessor adds final decisions, feedback and guidance to the review forms and sends them to the programme administration.
- 8) In case of *Award* decisions, the programme administration sends information about Fellowship awards, programme participation certificates, and decision letter including feedback and guidance on future CPD to the applicants. In case of *Not Yet Sufficient* and *Refer* decisions, the programme administration sends a decision letter including feedback and guidance for future (re-)submissions 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 Senior Consultant 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 HETEP 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 workshops⁴*
- ✓ *Become proficient in teaching analyses vis-à-vis the PSF 2023 and reflective writing through participation in the Reflective Writing Workshops*
- ✓ *Participate in pedagogical training (the equivalent of four work days within the last five years)*
- ✓ *Draft a supervision plan and 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 an Account of Professional Practice*
- ✓ *Submit the Account of Professional 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 You can check your Canvas room under 'grades' to see which ones you have passed.

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 within the last five years prior to finalizing the programme 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 HETEP Programme, and only upon request. To this end, you must provide information about the courses (content, learning objectives, length, syllabus, and certificate).*

Appendix 1 – Template for the Supervision Plan

Please share the final supervision plan with both of your supervisors and the programme administration at HETEP@cbs.dk. You can find a word template of the Supervision plan in the HETEP canvas room.

Supervision Plan
<p><u>Name:</u></p> <p><u>Supervisors:</u></p> <p><u>Meeting date:</u></p> <p><u>Employment date & expiration date of current position:</u></p>
<p>Background and Teaching Experiences</p> <ul style="list-style-type: none">• 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/or on-campus courses you have taught? What were your own teaching responsibilities in the courses and the primary teaching methods employed by you?
<p>Development</p> <ul style="list-style-type: none">• What is your general view of your role as a teacher?• How would you describe your department's and your field's teaching traditions?• Based on your experiences, which dimensions of the PSF 2023 do you already engage in successfully and which dimensions do you need to further explore?• What do you think you need the most in order to be able to evidence your teaching practice against the PSF 2023 at Descriptor 2 (Fellow)?• How can the departmental supervisor and cross-departmental supervisor best contribute to this?
<p>Plans</p> <ul style="list-style-type: none">• 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 cross-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 2 – 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 PSF 2023 dimension/s for your guidance. 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 all synchronous and asynchronous activities)?
- Which pedagogical rationale underlies the learning objectives of the course/session?
- How are the learning opportunities aligned with the learning objectives and assessment of the course?
- 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?
- Which considerations have been made to make the design of learning activities inclusive and accessible?
- How are digital or analogue learning technologies applied to support learning?
- How do the observed design choices reflect quality assurance requirements (CBS teaching quality site)?
- What is the teacher's underlying rationale for (re-)design and plan for learning the way outlined through the above?

Teach and/or support learning through appropriate approaches and environments (A2)

- How was learning facilitated by the teacher within the timeframe of the session and within the available teaching space (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?
- 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 be inclusive and accessible and to support student learning (e.g. foster participation, trust, relationship building between students and between students and teacher)?
- What was the effect of the chosen learning activities, resources and/or approaches on student learning (considering the learning objectives of the course/session)?
- What is the teacher's underlying rationale for teaching and/or support learning the way outlined through the above?

Assess and give feedback for learning (A3)

- How was feedback given to students to support student learning (formative vs. summative)?
- Which measures were taken to make the feedback inclusive and accessible for all students?
- Which measures were taken to support learners in understanding and integrating the feedback given?
- What was the effect of the feedback on student learning?
- How are the feedback activities aligned with the learning objectives and assessment of the course?
- What is the teacher's underlying rationale for assessing and giving feedback the way outlined through the above?

Support and guide learners (A4)

- How were opportunities for student support designed and communicated?
- How has the support and guidance provided been adapted to meet the specific needs of my learners (consider discipline, progression, and type of study)?
- How has the support and guidance enabled high-quality learning? What examples were observed that demonstrated how learners have benefited from the support and guidance?
- How were any issues addressed which emerged when providing support to students to restore or enhance their well-being?
- How was guidance provided to enable learners from a range of backgrounds to achieve successful outcomes?
- How did the support provided improve learners' well-being?
- How have learners (individuals and/or groups) responded to the support or guidance?
- How was student feedback collected and responded to?
- What is the teacher's underlying rationale for designing the support environment the way outlined through the above?

Enhance practice through own continuing professional development (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?
- 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?⁵
- Considering all which is observed, what may work for/against achieving the stated learning objectives of the session?
- Which future professional development activities could support the teacher in building relevant skills and knowledge to improve teaching practice?
- 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)?

⁵ blog.cbs.dk/teach/pedagogical-principles

Observation and Feedback Guide – Project Guidance

Support and guide learners during their project work:

- How has the support and guidance provided been adapted to meet the specific needs of my learners (consider discipline, progression, and type of study)?
- How has the guidance supported high-quality learning? What examples were observed that demonstrated how learners have benefited from the support and guidance?
- How were any issues addressed which emerged when providing support to students to restore or enhance their well-being?
- How was guidance provided to enable learners from a range of backgrounds to achieve successful outcomes?
- How did the support improve learners' well-being?
- How have learners (individuals and/or groups) responded to the support or guidance?

Management of the Guidance:

- How – and based on whose perspective – is the meeting managed?
- Feedback:
 - 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?
- What is the effect of the feedback?

Communication and Dialogue:

- 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)?

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:

- 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 3 – Template for your Account of Professional Practice

We recommend that you analyse the five Areas of Activity in separate sections, but if applicable you may also want to collapse some of the sections. Remember that the evidence of effective practice included in a Fellowship application should be from the last five years, with a special focus on the most recent practice (last 3 years), which will reflect how your practice as developed during your time on the programme. Also, please remember to weave in and include all areas of Core Knowledge and all Professional Values in your analysis of the five Areas of Activity. You can find a word-template of the appendix on the HETEP Assessment page on Canvas. This is also where you hand-in your Account of Professional Practice including the supervision report (as one pdf file). You can merge pdf-files with Adobe Acrobat.

Account of Professional Practice against the PSF 2023 at Descriptor 2 level (Fellowship)	
Your name, affiliation, job role, and contact details	
Context statement (max 300 words)	
<i>Write your context statement here:</i>	
Evidencing Area of Activity 1 – Design and plan learning activities and/or programmes of study	
<i>Write your reflective account here:</i>	
Evidencing Area of Activity 2 – Teach and/or support learning through appropriate approaches and environments	
<i>Write your reflective account here:</i>	
Evidencing Area of Activity 3 – Assess and give feedback for learning	
<i>Write your reflective account here:</i>	
Evidencing Area of Activity 4 – Support and guide learners	
<i>Write your reflective account here:</i>	
Evidencing Area of Activity 5 – Enhance practice through own continuing professional development	
<i>Write your reflective account here:</i>	
References:	
<i>I hereby declare that this Account of Professional Practice is entirely my own original work except where otherwise indicated. I also declare that the Account of Professional 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.</i>	

Date	
Signature	

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 PSF 2023. Please see the Supervisor Training page for the programme on Canvas to gain current knowledge of the PSF 2023 and detailed guidance about supervising against the PSF 2023.

When participants hand in their Account of Professional 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 Account of Professional Practice, along with other sources (e.g., feedback from students, grade statistics, teaching awards, etc.).

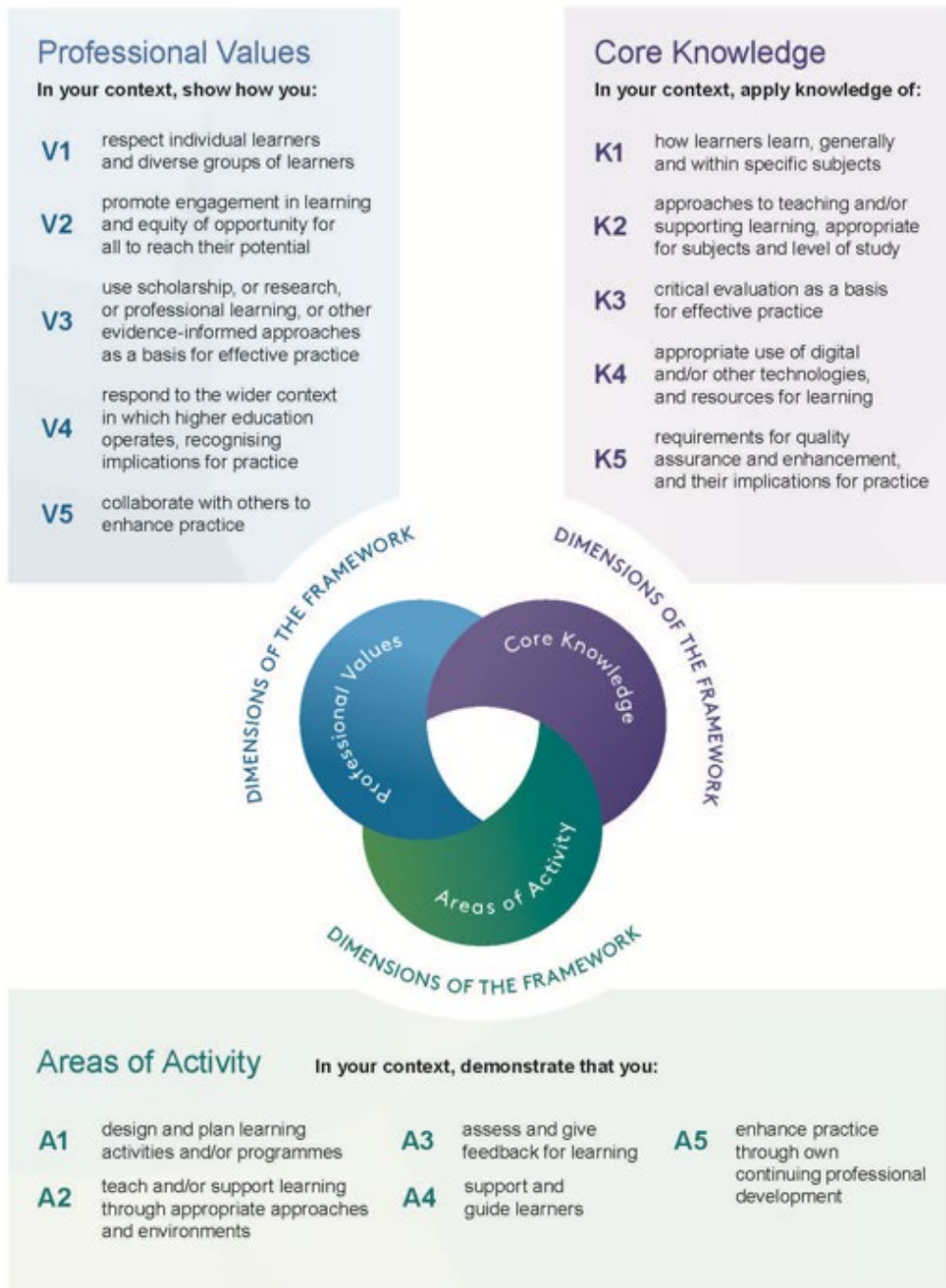
In order to draft a joint final joint supervision report, both supervisors must have:

1. Familiarized themselves with the Dimensions of the Framework as outlined in the PSF 2023 (see Figure below or on Canvas) 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.

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 at least one of the supervisors 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. For example: “*We have witnessed how XXXX has designed and planned learning activities and/or programmes of study (A1) in the following way: ...*” Please provide concrete

⁶ <https://www.advance-he.ac.uk/fellowship/fellowship>

examples of what you have witnessed the participant demonstrate, and – if applicable – its effect on student learning.



You should use the form provided at the end of this Appendix. A word template of the form can be found on Canvas. Once all supervision tasks have been completed, the participant must notify the supervisors of this and provide the final teaching portfolio. Then the cross-departmental supervisor drafts a first version of the report, upon which the departmental

supervisor adds to the draft. This should take place as soon as possible upon completion of supervision, in order for the participant to be able to include witnessed practice in their Account of Professional Practice. The final supervision report is returned directly to the participant (as a pdf file), and a copy is sent to the HETEP administration at HETEP@CBS.DK

Supervision report based on the participant’s teaching portfolio and direct observations of the applicant’s teaching practice	
Name of the participant	
Cross-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) corresponds 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) corresponds with what you have witnessed in your direct observations and discussions with the participant.	
Joint supervision summary against the PSF 2023	
Together, we have witnessed the following:	
Name of cross-departmental supervisor	Name of departmental supervisor
Date	
Signature	