Academic Professional Programme Quick Guide for Department Workplace Mentors 2022-23

This is a summary handbook for Department Workplace Mentors. For full details about the programme, please refer to:

- The Academic Professional Programme website
- The Academic Professional Programme ELE pages (single sign-on required)
- The Academic Professional Programme – Part-time Pathway ELE pages (single sign-on required)

Contents (ctrl+click for quick links)

1. Your role: a summary

Your role is to help support the professional development of the academics taking the Academic Professional Programme to whom you have been assigned as a Department Workplace Mentor. The Department Workplace Mentor role is usually only assigned to a colleague taking the apprenticeship version of the programme (please see section 2 below for a summary of the two versions of the programme).

The key roles of the Department Workplace Mentor is to:

1. Attend progress review meetings with the participant four times a year. There will also be a Programme Mentor at these meetings, but you will be invited to guide and mentor the participant from the discipline's perspective, ensuring their development on the programme is in line with the academic culture and priorities of your discipline and/or Faculty. You will be contacted by the participant to arrange a suitable time for this meeting each term.

2. Reviewing materials in OneFile provided by the Academic Professional participant in advance of each progress review meeting, if required. Not all Department Workplace Mentors do this, but some find it useful because the participant usually completes a task for discussion in the meeting, about some aspect of their academic practice (i.e. digital technologies, teaching philosophy, research strategy and so on).

3. Helping to check and support the participant's progress, including engaging with the Gateway review, which is the final progress review meeting to confirm the participant is ready to move into the three-month window allocated to the programme's end-point assessment (EPA) showcase.

Hours should be allocated to you in SWARM for each person on the programme for whom you are Department Workplace Mentor; this is for progress review meeting and any associated preparation and administration. Each Faculty does this slightly differently, but there should usually be an allocation of 8-10 hours per participant.

2.   Key Information about the Programme

The Academic Professional Programme (APP) has been run at Exeter since September 2018, and the existing PCAP programme was incorporated into APP. It is a taught programme and part of Exeter's [ASPIRE Framework](#).

There are two versions of the programme offered at the University of Exeter. Both lead to Level 7 qualifications (Postgraduate Certificate in Academic Practice) and FHEA (Fellowship of the Higher Education Academy, Advance HE).

1.   Academic Professional Programme (apprenticeship)

The apprenticeship model is for participants who are on the programme's standard or non-standard pathway; the standard pathway is funded by the Education Skills Funding Agency, while the non-standard pathway is funded by the University of Exeter. Some staff will not fulfil the eligibility requirements set down for Education and Skills Funding Agency (ESFA) funded apprentices and, as such, two cohorts will run in parallel: the Standard Pathway for those eligible under ESFA rules (funded by ESFA); and the Non-Standard Pathway for non-eligible employees (funded directly by the University of Exeter). Their experience on the programme will be the same. For ESFA eligibility criteria see the [relevant FAQ on the programme website](#)).

Usually, F grade Lecturers on full-time or >0.8 FTE contracts for employment length of >24 months will be on one of these two pathways.

The information in this guide relates to supporting these participants who are undertaking the programme as an apprentice.

2.   Academic Professional Programme (part-time pathway)

There is also a non-apprenticeship version of the programme which is run for colleagues on part-time (<0.8FTE) or fixed-term (<24 months) contracts. A Department Workplace Mentor is not normally assigned to colleagues taking the part-time pathway as the progress review meetings are opt-in only. More information [about the part-time pathway can be found on ELE here](#).

Programme Structure for apprenticeship version
The Academic Professional Programme is delivered through three modules:
EFPM900 – The Contemporary Academic in Context
EFPM902 – Creating Effective Learning in Higher Education
EFPM917 – Preparing for End-Point Assessment

In total, these modules include: an introduction workshop; regular progress review meetings; delivery days; guided independent study; formative and summative assessments for EFPM900 and EFPM902; an end-point assessment preparation workshop; and the final three-month end-point assessment (EPA), which is the summative assessment for EFPM917.

The programme is offered as an 18-month pathway with two start dates – September or March. Delivery dates for EFPM900 and EFPM902 take place outside of the main teaching term times in September, December, January, April, June and July annually. Some session are face-to-face on either the Streatham or Penryn campuses, and some are undertaken online at scheduled times. Delivery days are duplicated to give participants greater flexibility about when they attend. EFPM917 is offered wholly online and runs throughout the time the participants are on the programme.

Eligibility

The Academic Professional Programme is available to all staff at the University of Exeter for whom academic practice (teaching and/or research) is a key part of their role. For Lecturers (E&R) on the Professional Development Programme (PDP), completion of the Academic Professional Programme is usually a probationary requirement. For full-time Lecturers (E&S), the Academic Professional Programme must be started before the end of the probationary period.

If you have any questions relating to the participation on the programme of a colleague for whom you are Workplace Department Mentor on the programme, please do check the relevant FAQs on eligibility, exemption and Accreditation of Prior Learning (APL) on the programme website. Alternatively, please email the Programme Administrator (academicprofessional@exeter.ac.uk).

Qualifications

The qualifications and accreditations obtained by participants through successful completion of the programme are:

- A Postgraduate Certificate in Academic Practice (60 credits at NQF Level 7)
- Fellowship of the Higher Education Academy (HEA, now part of Advance HE)
- Fellowship of ASPIRE (Accrediting Staff Professionalism in Research-Led Education), the University's HEA-accredited Framework
- A Certificate from the Institute of Apprenticeships (if they are funded by the Education and Skills Funding Agency – ESFA).

3.   Protected Time for Professional Development

On both the Standard and Non-Standard Pathways of the Academic Professional Programme, the University has structured participation to equate to a minimum average of six hours of continuing professional development (CPD) per week throughout the programme duration. This is known as 'off the job' (OTJ) training. The time dedicated to it may vary week to week to accommodate priorities in admin, research and teaching roles; overall, though, OTJ time should equate to approximately 495 hours over 18 months for colleagues completing 100% of the programme, with the overall number of hours reduced pro rata for those colleagues whose prior experience means that they are completing 50 or 75% of the programme.

Some of these hours may come from 'naturally occurring activities' that are already part of the lecturer's workload, and count towards developing the knowledge, skills, values and behaviours (KSVBs) of the Academic Professional standard. An indicative (but by no means exhaustive) list regarding activities which may count towards this 20% off-the-job (OTJ) training are:

GREEN - definitely OTJ 'Direct engagement with the programme'
Attending Academic Professional Programme delivery days and workshops
Assignment writing
Literature research/Literature reviews

Preparing for and participating in Academic Professional assessments
Course reading
AMBER - possibly OTJ 'Indirect engagement with the programme'
Preparing lectures and seminars where a new method is employed and reflected upon
Teaching and Supervision where a new method is employed and reflected upon
Presenting at conferences (for the research pathway)
Undertaking teaching observations (as an observer or being observed)
Discussing teaching with colleagues formally or informally; and reflecting upon this
Developing teaching materials or assessments with a more experienced colleague
Developing new modules including reading around the content and possible means of delivery
Writing a grant collaboratively and receiving feedback
Receiving and reflecting on student feedback
Responding to reviewers' comments
Research monitoring
Module and Programme review processes
Collaborating with partners (other HEIs, industry)

A rule of thumb to help determine whether an activity can count as off-the-job is: **can the participant reflect on the activity as a learning experience that helps them to work towards being an academic professional in higher education (mapped to the academic professional standard)?**

Participants must log their off-the-job development in the OneFile reflective journal.

20% OTJ	Activity breakdown	Hours
Direct engagement with programme	**Introduction workshop**	**2**
	Programme review meetings	**12**
	APP delivered sessions	**43**
	Independent study with completion of formative and summative assessments	**190**
	End Point Assessment	**38**
Indirect engagement with programme	**Hours for other practice and reflection (including 100 hours teaching for FHEA)**	**210**
Total		**495**

Each programme participant is required to add something to their OneFile portfolio every 4 weeks.

4. OneFile: ePortfolio Builder (login: https://login.onefile.co.uk/)

To assist with the reviewing and tracking of a participant's progress on the Academic Professional Programme, you will be given access to OneFile; it is specialist ePortfolio tool for professional development programmes. The complete Academic Professional standard of knowledge, skills, values and behaviours (KSVBs) has been uploaded to OneFile and participants will be mapping their progress against this standard.

The Programme Mentors and Tutors will review and provide feedback to the participant through OneFile, but as a Workplace Department Mentor, you will also be able to:

- See that the participant is tracking their off-the-job activities in the reflective journal
- Suggest activities to support the participant in evidencing the KSVBs (in line with the academic culture and priorities of your discipline/Faculty)
- Sign off developmental actions for the participant agreed during progress reviews.

If you have any questions about what you need to do in OneFile, please do contact the programme team at academicprofessional@exeter.ac.uk.

5. Progress Review Meetings

Each programme participant is required to attend progress review meetings every twelve weeks throughout the programme, with the Programme Mentor and their Workplace Department Mentor. These review meetings are known as **progress reviews**.

The purpose of the 50-minute progress reviews is to examine the strengths and areas for development for each programme participant, measured against the Academic Professional standard: knowledge, skills, values and behaviours (KSVBs) in relation to their practice. A full list of the KSVBs of this standard can be found at the end of this guide (Appendix A).

Prior to meeting:

Participants will have completed some preparatory work in OneFile; these are known as mapped activities because they have been mapped to the Academic Professional standard. For the second meeting, participants will also need to decide whether to take a teaching specialist or research specialist route.

During meeting:

A discussion about the participant's progression on the programme and how this relates to their work. This will usually include looking at the reflective journal in which participants detail professional development during their time on the programme, also known as 'off the job' or OTJ; more details on this are available on the Module EFPM917 ELE page. You, the participant and the Programme Mentor will agree objectives for the action plan template in OneFile, which you will all sign off at the end of the meeting.

After meeting:

Support the participant to meet the objectives in the action plan, where needed.

The programme is designed to be highly individualised, so participants can align their independent guided study and the focus of their formative and summative assessments with their College-based practice. As the Workplace Department Mentor, you represent the employer (i.e. University of Exeter) and can help ensure that the participant is also working within the parameters of the academic culture and priorities of your discipline/Faculty.

5.1. Gateway Review

The final progress review meeting is called a 'gateway' review where you and the Programme Mentor discuss and confirm with the participant that they are ready to proceed to the end-point assessment (EPA).

Elements that participants will need to have completed prior to this meeting include:
- Completion of the five mapped activities in OneFile
- Successful completion of the summative assessment for Module 1

- Successful completion of the summative assessment for Module 2
- Completion of all workplace learning and off-the-job training mapped to the required knowledge, skills, values and behaviours (KSVBs) of the standard.
- Level 2 English and Maths qualifications (C-grade GSCE-level or equivalent).

6. End-Point Assessment (EPA)

Following successful completion of all other elements of the programme, and once deemed ready by the Academic Professional Programme team and by you as the Department Workplace Mentor, a programme participant will be entered for the end-point assessment (EPA) with an independent assessor.

For participants following the standard pathway (i.e. funded via the degree apprenticeship), the independent assessor will be an external assessor. Those on the non-standard pathway (i.e. funded internally) will complete the same assessment but will be graded by an internal assessor.

We will not submit participants for EPA until they are ready.

Performance in the EPA will determine the final grade of Pass, Distinction or Fail. A Pass represents full competence against the standard. A grade of Distinction is awarded for demonstrating competence above the Standard.

The EPA is held over a three-month period at the end of the Academic Professional Programme, during which participants complete **a three-part assessment** undertaken in the following order:

Part 1 – Written Submission (7500 words, +/- 10%): a written submission in two sections comprising a reflective journal (3000 words, +/- 10%) and an annex containing a maximum of ten pieces of supporting evidence (4500 words, +/- 10%), including mapping of the evidence to the specialist knowledge and skills assessed by this method. These ten pieces will be different depending on whether a participant has been submitted for the teaching specialist or research specialist route, and are largely comprised of work done throughout the programme (either on the programme or from their different job roles).

Part 2 – Academic Professional Practice Assessment: this is a one-hour presentation and does not include a question-and-answer session with the independent assessor. The presentation will therefore usually be assessed remotely as a video with an accompanying session plan. <u>For the teaching specialist route:</u> a classroom-based session demonstrating the design and delivery of teaching, learning opportunities and assessment within the relevant subject discipline. <u>For the research specialist route:</u> an academic or professional conference presentation demonstrating both design and delivery of research within the relevant subject discipline.

Part 3 – Professional Conversation: a one-hour structured discussion between participant and the independent assessor.

Re-taking the End-Point Assessment and Probation

<u>With regard to the EPA:</u> we do everything in our power to ensure that a participant doesn't fail; we give extensive feedback and will only approve Lecturers for the EPA when they are ready. If an EPA is failed, it can be retaken after 3 months; there will be a maximum of two opportunities to retake or re-sit.

<u>With regard to probation:</u> the Academic Professional team would provide information to support decisions but the decision stays with the Faculty. If a Lecturer fails to constructively engage with the programme (i.e. not attending scheduled meetings, training) dialogue with the Faculty would take place at an early stage. The new progress review process involves you as the Workplace Department Mentor with the review meetings on a termly basis, so participant engagement is more straightforwardly monitored with Faculties.

7. Support throughout the Programme

Academic Professional Programme Director: Dr Lisa Alberici (SFHEA), Senior Lecturer in Academic Practice, Graduate School of Education.

Academic Professional Programme Module EFPM917 Lead and Programme Mentor: Dr Tamsin Kilner (SFHEA), Lecturer in Education Practice, Graduate School of Education

Academic Professional Programme Administrator: please email academicprofessional@exeter.ac.uk.

7.1. Programme Support for Department Workplace Mentors

All Department Workplace Mentors supporting a colleague who is a participant on the Academic Professional Programme are invited to discuss the programme and their role (particularly in the progress reviews) with a member of the Degree Apprenticeship team. This includes invitation to Department Workplace Mentor training as well as an annual Department Workplace Mentor APP update. To request training dates or further information, please email academicprofessional@exeter.ac.uk.

The Academic Professional Administrator, Jo Mead, will be your first point of contact for logistical concerns, such as questions about progress review dates, information on resources, and updating this handbook. She can be contacted at academicprofessional@exeter.ac.uk.

8. Wellbeing, British Values, Prevent and Safeguarding

<u>Wellbeing</u>
During participation on the Programme colleagues are enrolled as students and as such are able to access dedicated support. For the Academic Professional Programme there is a dedicated apprenticeship member of staff within AccessAbility specialising in those completing Degree Apprenticeships.
They can be contacted at apprentice.supportpathways@exeter.ac.uk

If a participant has a disability or long-term health condition, please visit the Wellbeing webpages for more information and contact details.

<u>British Values</u>
Britishvalues have been written in response to some of the issues set out in the governments UK Prevent Strategy, and are designed to underpin the principles of a democratic and free society where everyone feels safe, valued and free to be themselves, such as;

- Recognition and respect for the democratic process
- Respect for the rule of law
- Freedom of speech, and
- Respect and tolerance of others

There are four recognised Universal Values:

<u>The first value is</u> **Democracy**
The value of democracy means that we are part of a culture that is built upon freedom and equality, where everyone is aware of their rights and responsibilities. "By the People, for the people" is a good basic idea of what democracy is all about.
We live in a democratic society where

- Everyone in the UK aged 18 or over has the right to vote in local and general elections.,
- we can vote for our local member of parliament who will then represent us in our local community as well as nationally
- We have freedom of speech

Other examples of how you can exercise democracy in your lives include:
- Being part of the decision-making at work and influencing how your organisation runs.
- contributing to your team meetings
- You have the right to protest and petition
- You can vote for people to represent you, like a student rep on your apprenticeship programme

The second value is the **Rule of Law**

The rule of law refers to the fact that we are all accountable to the laws that are applied and enforced within our country. There is a need for rules to be in place to ensure we live and work in a safe and secure environment. These are rules in place to ensure truth and justice. The Equality Act 2010 ensures that people's rights and freedoms are protected.

How does the rule of law apply to you on this apprenticeship?
- You have agreed ways of working, policies and procedures at work
- You have to follow the rules attached to the apprenticeship you are studying
- You, your lecturers and your employers, are accountable for behaving within
- The rules set for the environment you are in.
- And you have to apply and follow the codes of conduct set at the university
- and in your work place

The third value is **Individual Liberty**

This refers to the protection of your rights and the rights of others you work with. It generally refers to the free exercise of rights seen as outside of government control. Individual liberty means each of us having the freedom to make our own choices and to do what we want – within reason. As long as we respect and follow the other three values, and the rights of others, then we are free to pursue our ambitions and hold our own opinions and views. You can personally choose what you do, your likes, your dislikes, and your faith or religion without government control, and as long as it is within the rule of law.

For example;
- You chose to study an apprenticeship
- You have autonomy over the decisions you make and the hobbies you partake in
- You have the freedom to vote for whoever you wish
- You can chose how you want to develop yourself, the subjects and the courses you study.
- And you have the right to move around the world freely

The fourth and final value is **Respect and Tolerance** (which is sometimes separated, to make five values)
There is an understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others is important whilst not imposing our own on others.

- We should have a mutual respect and tolerance of those with different faiths and beliefs and for those without faith
- We should treat others as you wish to be treated
- We should understand the differences between people, including gender, sexuality and disability
- And we should be tolerant of people from different cultures, backgrounds or with different opinions and behaviours to our own

How do you show respect and tolerance? And how can others do the same for you?

- You should embrace the diversity at the university and in your place of work
- You should appreciate the importance of religion, traditions, cultural heritage and the preferences of others
- You shouldn't stereotype, or label people, who have different beliefs or views to your own and you should tackle discrimination when you see it happening

Safeguarding

The University is committed to achieving the highest standards in the protection and safeguarding of children, young persons (i.e., those aged under 18) and adults in a vulnerable situation and endeavours to provide a safe environment for staff, students and all those impacted by its activities.
Apprentices could disclose a concern to anyone, including you. If an apprentice does disclose anything to you;

- Listen to what they have to say.
- Make the apprentice is aware that, for their safety, you won't be able to keep what they have told you confidential.
- Share/Report to the Safeguarding teams (university or apprenticeship specific) or wellbeing services
  1. University dedicated email: Safeguarding@exeter.ac.uk
  2. Apprenticeship Team dedicated email: DASafeguarding@exeter.ac.uk
- If you are unsure if there is a safeguarding concern, you can get advice from the same team.
- The safeguarding team will share any relevant information to the appropriate people if required.

Prevent

The Prevent strategy was published by the Government in 2011 making up part of the counter terrorism strategy, and in 2015 the Anti-terrorism and security act was introduced placing the duty on certain bodies to have;

"due regard to the need to prevent people from being drawn into terrorism"

Three main aims of Prevent:
1. Respond to the ideological challenge of terrorism.
2. Tackle the causes of radicalisation
3. Safeguard and support those most at risk or who have already engaged in terrorism

Prevent is about safeguarding individuals from being drawn into terrorism, ensuring those vulnerable to extremist and terrorist narratives are given appropriate advice and support at an early stage. Prevent is no different to any other form of safeguarding from harm.

Recognising the signs can be difficult especially as the indicators can vary from person to person and can happen quickly or over a long period of time. The signs are often similar to other possible safeguarding, welfare or wellbeing concerns.

If an apprentice, or colleague, comes to you with what you believe to be a Prevent related concern, report it in the same way as any other safeguarding concern
- University Prevent team dedicated email- Prevent@exeter.ac.uk
- Apprenticeship team dedicated email - DASafeguarding@exeter.ac.uk
- *If you are unsure if a concern is Prevent related, please report anyway.*

Once a concern has been raised, and an individual has been identified as possibly being drawn into terrorism, there are support and advice networks in place.

9.   Appendix A: the Level 7 Academic Professional Standard (full criteria)

The Academic Professional Programme is mapped against the knowledge, skills, values, and behaviours (KSVBs) outlined in the Academic Professional Standard.

Successful participants on the Academic Professional Programme will meet all of the criteria for these core knowledge, skills, values and behaviours and, in addition, will choose one of two specialist routes: teaching or research.

CK	Core Knowledge
	The Academic Professional will have knowledge and understanding of:
CK1	A range of teaching, assessment and feedback methods used in higher education to support learning and achievement.
CK2	How students learn and research is conducted, within their own and related disciplines and in inter-disciplinary or trans-disciplinary contexts.
CK3	Regulatory, administrative, financial, planning procedures, risk management, quality assurance and quality enhancement, and how they are related to their role in higher education.
CK4	Methods for evaluating the effectiveness of academic activities, such as teaching and the quality and impact of research.
CK5	How to engage with relevant professional bodies and other external organisations to support their work.
CK6	Innovative approaches to undertaking their work to create interest, understanding and enthusiasm among their students, funders or stakeholders.
CK7	The application of technological processes associated with effectiveness in their role within the HE sector.
CK8	How to adapt delivery methods to support a range of needs.
CK9	The principles of reflective practice and the methods for applying reflective practice to their own professional development.

CS	Core Skills
	The Academic Professional will be able to:
CS1	Deliver higher education teaching of high quality through lectures, tutorials, practicals or seminars.
CS2	Use varying teaching styles depending on the learning environment and students' needs.
CS3	Develop research questions and hypotheses prior to undertaking research in their subject discipline.
CS4	Analyse, synthesise and use critical thinking in the conduct of research.
CS5	Supervise and mentor students and peers to develop knowledge in their subject discipline.
CS6	Manage their own continuing professional development (CPD) in subject disciplines and pedagogy, incorporating research, scholarship and professional practices.
CS7	Self-management through preparation and prioritisation, time management, responsiveness to change, and achieving a work-life balance.
CS8	Communicate orally and in writing and collaborate effectively, to manage people, processes or teams.
CS9	Use digital technologies effectively to develop and disseminate knowledge and understanding of subject disciplines.

CS10	Share ideas and evidence with students, peers, policy makers and private and public organisations (through a variety of channels including publication and teaching) and collect evidence of the impact of their work, (including through student surveys or citations).
CS11	Implement approaches to academic practice that are informed by equality and diversity.

CVB	Core Values and Behaviours
	The Academic Professional will be mindful of:
CVB1	Ethical, sustainable and inclusive practices and equality of opportunity to a professional standard.
CVB2	The need to continuously develop their knowledge and insight in relation to career management, responsiveness to opportunities, networking, reputation and esteem.
CVB3	The need to commit to CPD in relation to relevant contemporary issues such as: student employability and graduate employment destinations, ethics and sustainability, academic integrity, legal compliance and intellectual property, respect and confidentiality, and health and safety.
CVB4	The need to consider evidence-informed approaches and the outcomes from research, scholarship and CPD to inform their own professional practice.
CVB5	The wider context (policy, economic, societal, technological, legal, cultural and environmental) in which higher education operates, recognising the implications for professional practice.
CVB6	The need to seek opportunities to network, to practise public engagement and to communicate effectively.
CVB7	The need to be enthusiastic, self-confident, and self-reflective to operate effectively in the role.
CVB8	The requirement to persevere, have integrity, be prepared to take responsibility, to lead, mentor and supervise.

Specialist route option one: teaching

Specialises in teaching and the support of student learning at undergraduate, postgraduate taught and research levels. Employees in this specialism exceed the core teaching abilities of an Academic Professional by playing a leading role in the development of current learning and teaching practice, pedagogical and assessment methodologies, advanced skill in supporting learning for diverse groups of learners, including those with learning disabilities, delivery of a high level of information literacy and the application of technologies in support of learning, promotion of independent learning skills and other teaching techniques. They will contribute to changes of practice by developing innovative forms of teaching for use with students who are working towards higher-level learning at levels 4 to 8 in the Framework for HE Qualifications in England, Wales and Northern Ireland, i.e. from HE Certificate to Doctorate level.

TSK	Teaching Specialist – Knowledge
	The Academic Professional in a specialist teaching role will have in-depth knowledge and understanding of:
TSK1	Current subject and pedagogic research which support the development of advanced practice in the learning environment.
TSK2	Complex information management and advanced digital literacy.

TSK3	The subject knowledge base and the methods for facilitating learning through engagement with it.
TSK4	The application of a wide range of technologies and digital skills in support of learning and teaching.
TSK5	The methods required to develop curricula, monitor delivery and evaluate course, award and programme design.

TSS	Teaching Specialist - Skills
	The Academic Professional in a specialist teaching role will be able to:
TSS1	Play a leading role in the development and deployment of innovative teaching and assessment techniques to deliver HE teaching of high quality across a wide range of modules and to all levels.
TSS2	Develop innovative HE course materials, monitor delivery and evaluate course, award and programme design.
TSS3	Design a wide range of teaching environments to facilitate student learning and engagement.
TSS4	Integrate subject and pedagogic research into teaching and scholarly activity to enhance teaching and support changes of practice.
TSS5	Analyse and synthesise information and use critical thinking to share insight into their pedagogy and discipline area and improve engagement with excellence initiatives.

Specialist route option two: research

Has the capacity to operate as a principal investigator, identifying research opportunities, competing for external funding, managing research projects and budgets and creating research outputs. Specialises in research activities, often within a research team addressing major challenges facing the world, or those of public or private funders and commissioners of research. Employees in this specialism exceed the core research abilities of an Academic Professional by playing a leading role in wider research management, oversight and deployment of research-related funding, collaboration with external organisations and dissemination of research outputs. These are competences that reach far beyond the original contribution to knowledge in a defined field, which is the prime focus of the research degree held by most academic professionals.

RSK	Research Specialst – Knowledge
	The Academic Professional in a specialist research role will have in-depth knowledge and understanding of:
RSK1	Current issues in the relevant disciplinary research literature.
RSK2	Research theories and the practical application of a full range of research methods.
RSK3	Relevant and up to date approaches to the management of research, including delivery to required timelines.
RSK4	The application of a wide range of technologies and advanced digital skills in support of research.
RSK5	Major funding streams and programmes in the relevant research field

RSS	Research Specialist – Skills
	The Academic Professional in a specialist research role will be able to:
RSS1	Frame research questions and methodology in the context of competitive proposals for research funding.
RSS2	Undertake effective management of research projects and budgets, assess risks and apply for ethical approval where required.
RSS3	Produce intellectual insight and innovations in their own discipline to be shared with students, peers and wider stakeholders.
RSS4	Author or co- author of publications and disseminate through a wide range of media.
RSS5	Develop and sustain links with industry and other external organisations to grow collaborations and develop opportunities to access funding.

For further information, see the website for the Institute of Apprenticeships: https://www.instituteforapprenticeships.org/apprenticeship-standards/academic-professional/.