Level 7 Academic Professional Apprenticeship Standard

End-point Assessment Plan

Overview

This end-point assessment plan (EPA) is to accompany the Level 7 Academic Professional Apprenticeship Standard.

Academic professionals work within a university or other scholarly institute engaged in higher education and typically undertake research, teach and support learning at levels 4 to 8 in the Framework for HE Qualifications in England, Wales and Northern Ireland (FHEQ), i.e. from HE Certificate to Doctorate levels. Most academic professionals undertake activities that require the integration of research and scholarship within teaching and supporting learning and this standard is suitable for two specialist roles: teaching or research. Both of these roles are fully encompassed by the Level 7 Academic Professional Apprenticeship Standard and this Assessment Plan.

Academic professionals are highly skilled and represent the key resource in enabling the higher education sector to deliver high quality learning opportunities as well as providing a major source of innovation through world class research. This requires ongoing development, innovation and enhancement in curriculum design, learning, teaching and assessment strategies as well as the management of quality assurance. Research outputs will provide a source of new knowledge and innovation that pushes boundaries and/or breaks new ground to provide societal and economic benefits.

The Academic Professional Standard combines workplace learning and off-the-job training with an independent end-point assessment to test the knowledge, skills and behaviours detailed in the Standard. The off-the-job training may be offered by either the employer in their capacity as a Higher Education Provider (HEP) or by another HEP.

The HEP which offers the apprenticeship training will be required to be listed on the Register of Apprenticeship Training Providers (RoATP). Those offering the independent end-point assessment for this apprenticeship must be drawn from higher education institutions or other organisations which are on the Register of End-Point Assessment Organisations (RoEPAO).

The Academic Professional Standard will take 18 to 24 months to complete with the end point assessment undertaken in the final 3 months. Apprentices cannot complete the apprenticeship successfully without passing the EPA. Performance in the EPA will determine the apprenticeship grade of pass, distinction or fail.

This plan details the workplace learning, off-the-job training and EPA requirements. It will be of interest to apprentices, employers and HEPs.

Apprenticeship Structure and Content

The structure of this apprenticeship is designed to develop the knowledge, skills, and behaviours required by the Standard to ensure that apprentices are appropriately prepared to undertake the EPA and occupationally competent to perform the Academic Professional job role.

The completion of the apprenticeship will require passing the EPA. This will be conducted within the final three months of the apprenticeship.

End-Point Assessment Gateway

Prior to taking the EPA the apprentice must meet the following criteria:
- Apprentices without level 2 English and maths will need to achieve this level prior to taking the end-point assessment. For those with an education, health and care plan or a legacy statement the apprenticeships English and maths minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.
- completed all workplace learning and off-the-job training as evidence of the potential to demonstrate professional competence in relation to the required knowledge, skills and behaviours of the standard.

The apprentice should only be recommended for EPA when the employer is confident that the apprentice is occupationally competent and ready to undertake EPA. Employers should have a remediation process in place to support any apprentice who fails to meet the eligibility criteria to enter EPA. See 'Retaking End-point Assessment' below.

End-Point Assessment

EPA activities will accommodate work scheduling and cost effective planning of resources. EPA will be specifically designed to test all of the knowledge, skill and behaviour outcomes of the Apprenticeship Standard acquired both in the workplace and through off-the-job training. Appendix 1 provides a more detailed mapping of the EPA to the standard. The EPA will provide the opportunity to demonstrate critical understanding of HE learning, teaching and research in a variety of academic practice contexts through the Academic Professional Practice Assessment, a Professional Conversation and a Written Submission.

End-point Assessment Organisation – Roles and Responsibilities

The EPA will be organised by the employer using an independent assessor drawn from an organisation on the Education and Skills Funding Agency Register of End-Point Assessment Organisations.

The EPA must be developed and delivered as defined in this plan, ensuring independence as described. End-point assessment organisations must use appropriately qualified and experienced staff to conduct EPA. These individuals will be independent assessors who have not been involved in the education or training of the apprentice.

End-point Assessment Methods

The EPA uses the following assessment methods and should be undertaken in this order:

- Academic Professional Practice Assessment
- Professional Conversation

- Written Submission

The EPA assessment methods require the demonstration of professional competence for the knowledge, skills and behaviours measured against the criteria specified in Appendix 1.

Academic Professional Practice Assessment - stage 1

Apprentices will complete an Academic Professional Practice Assessment within the final three months of the apprenticeship. The apprentice will be given a day to prepare for the Academic Professional Practice Assessment. The detailed scope of the Academic Professional Practice Assessment will be as specified in appendix 1 below and will enable the apprentice to organise the brief and any supporting materials. The content will be related to the subject discipline of the apprentice. The Academic Professional Practice Assessment enables the apprentice to demonstrate core knowledge, skills and behaviours, as well as knowledge and skills required by one of the specialist roles within the Apprenticeship Standard. The length of the assessment will be one hour and will take one of the following forms:

For the teaching specialist role:

A classroom-based session demonstrating the design and delivery of teaching, learning opportunities and assessment within the subject discipline of the apprentice

For the research specialist role:

An academic or professional conference presentation demonstrating both design and delivery of research within the subject discipline of the apprentice

The Academic Professional Practice Assessment is a one-hour presentation and does not include a question and answer session with the independent assessor. The presentation will be assessed on site by the independent assessor or recorded and assessed remotely by the independent assessor using IT (for example, via lecture capture).

Professional Conversation - stage 2

At the end of the apprenticeship, apprentices will engage in a one-hour Professional Conversation with the independent assessor drawn from the end-point assessment organisation; the scope of the Professional Conversation is specified in detail in appendix 1. No individual who has been involved in delivery (trainer or employer) can make the final decision on competence at end-point assessment stage. The Professional Conversation will be focused on the apprentice's ability to demonstrate that the knowledge, skills and behaviours required by the Standard have been met. A template, designed by the end point assessment organisation will be used in order to ensure consistency across different interviews. The Professional Conversation will include both open and closed competency-based questions. Video conferencing may be used to conduct the Professional Conversation, where available and with appropriate control measures to ensure equivalence with face-to-face interviews.

Written Submission – stage 3

Apprentices will complete a Written Submission within the final three months of the apprenticeship. The Written Submission will enable the apprentice to demonstrate the knowledge and skills required by one of the specialist roles within the Apprenticeship Standard. The content will be as specified in appendix 1 and will be related to the subject discipline of the apprentice; the EPA organisation will provide the template for the structure of the Written Submission to ensure both consistency of approach and scope to meet the assessment requirements. The apprentice will be given two days to prepare the Written Submission, which will be of an appropriate length for a level 7 assessment (7500 words, +/- 10%). It will be in two sections comprising a reflective journal (3000 words, +/- 10%) and an annex containing a maximum of ten pieces of supporting evidence attributable to the apprentice, in part or in full (4500 words, +/-10%). The annex must include a mapping of the evidence to the specialist knowledge and skills assessed by this method.

Retaking End-point Assessment

Apprentices will be offered the opportunity to retake or re-sit EPA. There will be a maximum of two opportunities to retake or re-sit. Apprentices who do not successfully complete the EPA on their first take should be provided with a supportive action plan to prepare for the retake or re-sit. Grades will not be capped should a retake or re-sit be required.

Grading

Apprenticeship Grading

Performance in the two elements of the EPA will determine the apprenticeship grade of Pass, Distinction or Fail. An apprenticeship Pass represents full competence against the standard. A grade of Distinction means an apprentice is demonstrating competence above the Standard. The grading criteria are mapped to each element of the KSBs in appendix one.

All three elements of the EPA must be passed in order to achieve professional competence against the Apprenticeship Standard.

The following table shows the combinations of assessment method grades to determine the overall EPA and apprenticeship grade:

Academic Professional Practice Grade	Professional Conversation Grade	Written submission Grade	Overall Apprenticeship Grade
Pass	Pass	Pass	PASS
Pass	Distinction	Pass	PASS
Distinction	Pass	Pass	PASS
Pass	Pass	Distinction	PASS
Pass	Distinction	Distinction	DISTINCTION

Distinction	Distinction	Pass	DISTINCTION
Distinction	Pass	Distinction	DISTINCTION
Distinction	Distinction	Distinction	DISTINCTION

End-point Assessment Organisation – Summary of roles and responsibilities

End-point assessment organisations must arrange for appropriately qualified and experienced staff to conduct EPA as detailed below:

Title	*Criteria*	*Role*
Independent Assessor	Masters or higher qualification in learning and teaching or research. Fellow of the Higher Education Academy or Learned Society Will not have been involved with the on-programme learning, off-the-job training or employment of the apprentice	To mark and decide assessment grades of the Academic Professional Practice Assessment, the Professional Conversation and the Written Submission.

Internal Quality Assurance

Approved End-Point Assessment Organisation (EPAO) for the Academic Professional (Level 7) Apprenticeship Standard must have in place a robust mechanism for internal quality assurance. This should include the ongoing monitoring and support of the independent assessment team. Standardisation meetings should be undertaken annually to ensure the assessment system is consistent and reliable.

EPAOs for this standard must operate the following:
- Operate moderation of assessment activity and decisions, through examination of documentation and observation of activity, with a minimum of 5% of each independent assessor's assessments moderated.
- Appoint independent assessors that meet the requirements as detailed in this plan
- Provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading.
- Have quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation overtime.
- Operate regular standardisation events that enable assessors to attend a minimum of one event per year.
- Have a robust appeals procedure in place.

In order to ensure consistency and ensure employer's confidence in the apprentice's assessment in different parts of the country, at different times, by different assessors, all assessment organisations have a responsibility to ensure sufficient standardisation events are attended and Continuing Professional Development (CPD) requirements are met. Assessors involved in the assessment of this apprenticeship must be specialists in the field and occupationally competent.

Internal quality assurance must be completed by an appropriately qualified person as specified below, and that person must not have been involved in any aspect of the delivery or assessment of the programme they are quality assuring.

Independent Academic Professional EPA Moderator	Masters or higher qualification in learning and teaching or research. Fellow of the Higher Education Academy or Learned Society Will not have been involved with the on-programme learning, off-the-job training or employment of the apprentice	To moderate assessment activity and decisions, through examination of documentation and observation of activity, with a minimum of 5% of each independent assessor's assessments moderated; to ensure consistency of standards.

End-Point Assessment Organisations, such as Higher Education Providers, who wish to offer end point assessment against the standard will need to be on the Education and Skills Funding Agency's Register of End-Point Assessment Organisations (RoEPAO).

External Quality Assurance

We are exploring whether QAA can undertake external quality assurance for this standard, arrangements will be confirmed by the end of 2017.

Professional Body Recognition

The Apprenticeship Standard and this Assessment Plan are aligned to the current editions of the Higher Education Academy UK Professional Standards Framework (UK-PSF) and the Vitae Researcher Development Framework. A successful apprentice who meets the requirements for the specialist role in teaching will be eligible for professional recognition as a Fellow of the Higher Education Academy. Vitae is currently developing a similar scheme for professional recognition for those who meet the requirements for the specialist role in research.

Implementation

Affordability

The EPA is expected to be 15% of the total costs of the apprenticeship. This recognises the costs of the time committed by the independent assessor, as well as the technical support for the remote assessment of the

Academic Professional Practice. The cost of External Quality Assurance by the QAA also falls within the costs of the EPA.

Manageability/Feasibility of the Standard and Assessment Plan

The expected uptake of this programme is related to the number of members of the Trailblazer consortium: 115 Universities and other HEPs across the country are committed to recruiting Academic Professional apprentices. The expected uptake of this apprenticeship programme is approximately 2000 new starters per annum.

Appendix 1 – Mapping the End-Point Assessment to the Academic Professional (Level7) Apprenticeship Standard.

The tables below indicate how Academic Professional apprentices are assessed to ensure that they demonstrate full professional competence in relation to the Apprenticeship Standard. The outcomes required are the areas of knowledge, skills, and behaviours specified in the Apprenticeship Standard. The outcomes for this Standard include 'core' knowledge, skills and behaviours plus the knowledge and skills outcomes for either of the two specialist roles: teaching or research.

The required methods of end-point assessment are as follows:

- Academic Professional Practice (APP)

- Professional Conversation (PC)

- Written submission (WS)

The evidence of learning/professional competence presented is assessed against the assessment criteria as the measure of professional competence required by the Apprenticeship Standard at level 7.

A **– Assessing knowledge** – Apprentices will need to demonstrate all core knowledge as well as the additional knowledge for one of the following specialist roles: teaching or research to achieve full professional competence.

Core knowledge	Method of assessment	Assessment criteria – Fail	Assessment criteria – Pass	Assessment criteria – Distinction
1.A range of teaching, assessment and feedback methods used in higher education to support learning and achievement	• PC	Has not demonstrated knowledge of a range of teaching, assessment and feedback methods used in higher education to support learning and achievement is demonstrated.	Knowledge of a range of teaching, assessment and feedback methods used in higher education to support learning and achievement is demonstrated.	Knowledge of a range of teaching, assessment and feedback methods used in higher education to support learning and achievement is demonstrated with evidence that they are capable of innovation in professional academic practice that has the potential

Core knowledge	Method of assessment	Assessment criteria – Fail	Assessment criteria – Pass	Assessment criteria – Distinction
				to have broad ranging and transformational impact.
2. How students learn and how research is conducted, within their own and related disciplines and in inter-disciplinary or transdisciplinary contexts.	• PC	Has not shown any level of systematic understanding of how students learn and/or how research is conducted within identified single/inter/trans-disciplinary contexts is demonstrated.	Systematic understanding of how students learn and/or how research is conducted within identified single/inter/trans-disciplinary contexts is demonstrated.	Systematic understanding of how students learn and/or how research is conducted within identified single/inter/trans-disciplinary contexts is demonstrated with evidence that they are capable of innovation in professional academic practice that has the potential to have broad ranging and transformational impact.
3. The regulatory, administrative, financial and planning procedures, risk management, quality assurance and enhancement, and technological processes associated with effectiveness in their role in higher education.	• PC	It is not evident that the effectiveness of the relevant academic professional role is underpinned by a specialised understanding of relevant regulatory, administrative, financial and planning procedures, risk management, quality assurance and enhancement, and technological processes.	The effectiveness of the relevant academic professional role is underpinned by a specialised understanding of relevant regulatory, administrative, financial and planning procedures, risk management, quality assurance and enhancement, and technological processes.	The effectiveness of the relevant academic professional role is underpinned by a specialised understanding of relevant regulatory, administrative, financial and planning procedures, risk management, quality assurance and enhancement, and technological processes. Evidence that they are the understanding informs innovation in professional academic practice that has the potential to have broad ranging and transformational impact is included.

Core knowledge	Method of assessment	Assessment criteria – Fail	Assessment criteria – Pass	Assessment criteria – Distinction
4. Methods for evaluating the effectiveness of academic activities, such as teaching or the quality and impact of research.	• PC	The use of methods for evaluating the effectiveness of academic activities is not critically examined.	The use of methods for evaluating the effectiveness of academic activities is critically examined.	The use of methods for evaluating the effectiveness of academic activities is critically examined and used to inform innovation in professional academic practice that has the potential to have broad ranging and transformational impact is included.
5. How to engage with relevant professional bodies and other external organisations to support their work.	• PC	There is no evidence of engagement with relevant professional bodies and other external organisations.	Evidence of engagement with relevant professional bodies and other external organisations.	Evidence of engagement with relevant professional bodies and other external organisations and evidence that consideration has been given to how they contribute to innovation in professional academic practice that has the potential to have broad ranging and transformational impact is included.
6.Innovative approaches to undertaking their work to create interest, understanding and enthusiasm among their students, funders or stakeholders	• PC	The use of innovative approaches to their work which create interest, understanding and enthusiasm among stakeholders is not demonstrated.	The use of innovative approaches to their work which create interest, understanding and enthusiasm among stakeholders is demonstrated.	The use of innovative approaches to their work which create interest, understanding and enthusiasm among stakeholders is demonstrated and has the potential to have broad ranging and transformational impact.
7. The application of technological processes associated with	• PC	The assessment and evaluation of the value of technological processes within higher education is not systematic or advanced.	The assessment and evaluation of the value of technological processes within higher	The assessment and evaluation of the value of technological processes within higher education is systematic and advanced and evidence that they are

Core knowledge	Method of assessment	Assessment criteria – Fail	Assessment criteria – Pass	Assessment criteria – Distinction
effectiveness in their role within the HE sector.			education is systematic and advanced.	used to innovate in professional academic practice that has the potential to have broad ranging and transformational impact is included.
8. How to adapt delivery methods to support a range of needs.	• APP	No evidence of the adaptation of delivery methods to support a range of needs is included	Evidence of the adaptation of delivery methods to support a range of needs	Evidence of the adaptation of delivery methods to support a range of needs is included with evidence of how they are used to innovate in professional academic practice that has the potential to have broad ranging and transformational impact.
9. The principles of reflective practice and the methods for applying reflective practice to their own professional development.	• PC	No plans and proposals for professional development focused on research, teaching and/or scholarship in place and/or they are not underpinned by a systematic knowledge and understanding of the principles of reflective practice.	Plans and proposals for professional development focused on research, teaching and/or scholarship are underpinned by a systematic knowledge and understanding of the principles of reflective practice.	Plans and proposals for professional development focused on research, teaching and/or scholarship are underpinned by a systematic knowledge and understanding of the principles of reflective practice and evidence is included to show how innovation in professional academic practice has the potential to have broad ranging and transformational impact.

Teaching specialist: knowledge	Method of assessment	Assessment criteria – Fail	Assessment criteria – Pass	Assessment criteria – Distinction
1. Current subject and pedagogic research which support the development of advanced practice in the learning environment.	• WS	In-depth knowledge of current subject and pedagogic research is not demonstrated and/or the way it supports advanced practice in the learning environment is not clear	In-depth knowledge of current subject and pedagogic research is demonstrated and supports advanced practice in the learning environment.	In-depth knowledge of current subject and pedagogic research is demonstrated and supports advanced practice in the learning environment and has demonstrated that they are capable of innovation in professional academic practice that has the potential to have broad ranging and transformational impact.
2. Complex information management and advanced digital literacy.	• WS	There is no systematic understanding of complex information management or demonstration of an advanced level of digital literacy.	A systematic understanding of complex information management and demonstration of an advanced level of digital literacy.	A systematic understanding of complex information management and demonstration of an advanced level of digital literacy. Also, includes evidence that they are capable of innovation in professional academic practice that has the potential to have broad ranging and transformational impact.
3. The subject knowledge base and the methods for facilitating learning through engagement with it.	• APP • WS	In-depth understanding of the subject knowledge base and the methods for facilitating learning through engagement with it, is not demonstrated.	In-depth understanding of the subject knowledge base and the methods for facilitating learning through engagement with it, is demonstrated.	In-depth understanding of the subject knowledge base and the methods for facilitating learning through engagement with it, is demonstrated along with evidence that they are capable of innovation in professional academic practice that has the potential to have broad ranging and transformational impact.

Teaching specialist: knowledge	Method of assessment	Assessment criteria – Fail	Assessment criteria – Pass	Assessment criteria – Distinction
4. The application of a wide range of technologies and digital skills in support of learning and teaching.	• APP • WS	Little or no knowledge of the application of a wide range of technologies and digital skills in support of learning and teaching is demonstrated.	Knowledge of the application of a wide range of technologies and digital skills in support of learning and teaching is demonstrated.	Knowledge of the application of a wide range of technologies and digital skills in support of learning and teaching is demonstrated alongside evidence that they are capable of innovation in professional academic practice that has the potential to have broad ranging and transformational impact.
5. The methods required to develop curricula, monitor delivery and evaluate course, award and programme design.	• WS	Little or no in-depth understanding of the methods required to develop curricula, monitor delivery and evaluate course, award and programme design is demonstrated.	In-depth understanding of the methods required to develop curricula, monitor delivery and evaluate course, award and programme design is demonstrated.	In-depth understanding of the methods required to develop curricula, monitor delivery and evaluate course, award and programme design is demonstrated with evidence that they are capable of innovation in professional academic practice that has the potential to have broad ranging and transformational impact.

Research specialist: knowledge	Method of assessment	Assessment criteria – Fail	Assessment criteria – Pass	Assessment criteria – Distinction
1. Current issues in the relevant disciplinary research literature.	• WS	Little or no in-depth knowledge of current issues in the relevant disciplinary research literature is demonstrated.	In-depth knowledge of current issues in the relevant disciplinary research literature is demonstrated.	In-depth knowledge of current issues in the relevant disciplinary research literature is demonstrated with evidence that they are capable of innovation in professional academic practice that has

Research specialist: knowledge	Method of assessment	Assessment criteria – Fail	Assessment criteria – Pass	Assessment criteria – Distinction
				the potential to have broad ranging and transformational impact.
2. Research theories and the practical application of a full range of research methods.	• APP • WS	No systematic understanding of research theories and the practical application of a full range of research methods is demonstrated.	A systematic understanding of research theories and the practical application of a full range of research methods is demonstrated.	A systematic understanding of research theories and the practical application of a full range of research methods is demonstrated with evidence that they are capable of innovation in professional academic practice that has the potential to have broad ranging and transformational impact.
3. Relevant and up to date approaches to the management of research, including delivery to required timelines.	• WS	Little or no in-depth understanding of relevant and up to date approaches to the management of research, including delivery to required timelines is demonstrated.	In-depth understanding of relevant and up to date approaches to the management of research, including delivery to required timelines is demonstrated.	In-depth understanding of relevant and up to date approaches to the management of research, including delivery to required timelines is demonstrated alongside evidence that they are capable of innovation in professional academic practice that has the potential to have broad ranging and transformational impact.
4. The application of a wide range of technologies and advanced digital skills in support of research.	• APP • WS	Little or no in-depth knowledge of the application of a wider range of technologies and advanced digital skills is demonstrated.	In-depth knowledge of the application of a wider range of technologies and advanced digital skills is demonstrated.	In-depth knowledge of the application of a wider range of technologies and advanced digital skills is demonstrated with evidence that they are capable of innovation in professional academic practice that has the potential to have

Research specialist: knowledge	Method of assessment	Assessment criteria – Fail	Assessment criteria – Pass	Assessment criteria – Distinction
				broad ranging and transformational impact.
5. Major funding streams and programmes in the relevant research field.	• WS	A comprehensive understanding is not shown of major funding streams and/or programmes in the relevant research field.	A comprehensive understanding is shown of major funding streams and programmes in the relevant research field.	A comprehensive understanding is shown of major funding streams and programmes in the relevant research field with that they are capable of innovation in professional academic practice that has the potential to have broad ranging and transformational impact..

B Assessing skills – Apprentices will need to demonstrate all core skills as well as the additional skills for one of the following specialist roles: teaching or research to achieve full professional competence.

Core Skills	Method of assessment	Assessment criteria – Fail	Assessment criteria – Pass	Assessment criteria – Distinction
1. Deliver higher education teaching of high quality through lectures, tutorials, practicals or seminars.	APP	The delivery of HE teaching does not reflect best practice to a professional standard.	The delivery of HE teaching is of high quality and reflects best practice to a professional standard.	The delivery of HE teaching is of high quality and reflects best practice to a professional standard and they have demonstrated that they are capable of contributing to the enhancement of academic practice that has the potential to have broad ranging and transformational impact.
2. Use varying teaching styles depending on the learning environment and students' needs.	APP	Teaching styles are not adapted to the learning environment and students' needs are not used effectively.	Varying teaching styles depending on the learning environment and students' needs are used effectively.	Varying teaching styles depending on the learning environment and students' needs are used effectively and they have demonstrated that they are capable of contributing to the enhancement of academic practice that has the potential to have broad ranging and transformational impact.
3. Developing research questions and hypotheses prior to undertaking research.	PC	The systematic use of evaluation and problem-solving skills is not evident in the development or research questions and hypotheses.	The systematic use of evaluation and problem solving skills is evident in the development or research questions and hypotheses.	The systematic use of evaluation and problem solving skills is evident in the development or research questions and hypotheses and they have demonstrated that they are capable of contributing to the enhancement of academic practice that has the potential to have broad ranging and transformational impact.

Core Skills	Method of assessment	Assessment criteria – Fail	Assessment criteria – Pass	Assessment criteria – Distinction
4. Analysing, synthesising and using critical thinking in the conduct of research.	APP	No advanced analytical, synthesising and critical thinking skills are demonstrated.	Advanced analytical, synthesising and critical thinking skills are demonstrated.	Advanced analytical, synthesising and critical thinking skills are demonstrated along with the evidence that they are capable of contributing to the enhancement of academic practice that has the potential to have broad ranging and transformational impact.
5. Supervision and mentoring of students and peers to develop knowledge in their subject discipline.	APP	Little or no effective supervision and mentoring skills are demonstrated with both students and peers.	Effective supervision and mentoring skills are demonstrated with both students and peers.	Effective supervision and mentoring skills are demonstrated with both students and peers and evidence of how this contributes to the enhancement of academic practice that has the potential to have broad ranging and transformational impact is clear.
6. Manage their own continuing professional development (CPD) in subject disciplines and pedagogy, incorporating research, scholarship and professional practices.	PC	There is no evidence of engagement in disciplinary and/or pedagogic CPD effectively incorporates research, scholarship and the critical evaluation of professional practice.	Engagement in disciplinary and/or pedagogic CPD effectively incorporates research, scholarship and the critical evaluation of professional practice.	Engagement in disciplinary and/or pedagogic CPD effectively incorporates research, scholarship and the critical evaluation of professional practice is evidenced and recognition of the value to the enhancement of academic practice is included and evidence of how this contributes to the enhancement of academic practice that has the potential to have broad ranging and transformational impact is clear.
7. Self-management through preparation and prioritisation,	PC	Professional academic practice does not demonstrate effective self-management, responsiveness	Professional academic practice demonstrates effective self-management, responsiveness	Professional academic practice demonstrates effective self-management, responsiveness to change

Core Skills	Method of assessment	Assessment criteria – Fail	Assessment criteria – Pass	Assessment criteria – Distinction
time management, responsiveness to change, and achieving a work-life balance.		to change and the ability to balance work-life priorities	to change and the ability to balance work-life priorities	and the ability to balance work-life priorities. Recognition of how this skill contributes to the enhancement of academic practice that has the potential to have broad ranging and transformational impact is included.
8. Communicate orally and in writing and collaborate effectively, to manage people, processes or teams.	APP	Academic professional practice contains no demonstration or evidence of effective communication and team working skills.	Academic professional practice demonstrates effective communication and team working skills.	Academic professional practice demonstrates effective communication and team working skills. Recognition of how this skill contributes to the enhancement of academic practice that has the potential to have broad ranging and transformational impact is included.
9. Use digital technologies effectively to develop and disseminate knowledge and understanding of subject disciplines.	APP	Little or no evidence of highly effective use of digital technologies to develop and disseminate knowledge and understanding of subject disciplines is demonstrated.	Highly effective use of digital technologies to develop and disseminate knowledge and understanding of subject disciplines is demonstrated.	Highly effective use of digital technologies to develop and disseminate knowledge and understanding of subject disciplines is demonstrated. Recognition of how this skill contributes to the enhancement of academic practice that has the potential to have broad ranging and transformational impact is included.
10. Share ideas and evidence with students, peers, policy makers, private and public organisations, as well as collecting	APP PC	The ability to influence people within and beyond the complex context of higher education is not demonstrated.	The ability to influence people within and beyond the complex context of higher education is demonstrated.	The ability to influence people within and beyond the complex context of higher education is demonstrated. Recognition of how this skill contributes to the enhancement of academic practice that

Core Skills	Method of assessment	Assessment criteria – Fail	Assessment criteria – Pass	Assessment criteria – Distinction
evidence of the impact of their work.				has the potential to have broad ranging and transformational impact is included.
11. Implementing approaches to academic practice informed by equality and diversity.	APP	The ability to appropriately apply principles of equality and diversity to academic practice is not demonstrated to a professional standard.	The ability to appropriately apply principles of equality and diversity to academic practice is demonstrated to a professional standard.	The ability to appropriately apply principles of equality and diversity to academic practice is demonstrated to a professional standard. Recognition of how this skill contributes to the enhancement of academic practice that has the potential to have broad ranging and transformational impact is included.

Teaching specialist: skills	Method of assessment	Assessment criteria – Fail	Assessment criteria – Pass	Assessment criteria – Distinction
1. 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.	APP PC	The capacity to lead development and deployment of innovative teaching is not demonstrated, the delivery of HE teaching is not of high quality and does not reflects best practice to a professional standard.	The capacity to lead development and deployment of innovative teaching is demonstrated and the delivery of HE teaching is of high quality, reflecting best practice to a professional standard.	The capacity to lead development and deployment of innovative teaching is demonstrated, the delivery of HE teaching is of high quality reflecting best practice to a professional standard and they have demonstrated that they are capable of contributing to the enhancement of academic practice that has the potential to have broad ranging and transformational impact.

2. Develop innovative HE course materials, monitor delivery and evaluate course, award and programme design	WS	The development of course materials and the monitoring and evaluation of the design of programmes of study is effective and does not reflect best practice to a professional standard.	The development of course materials and the monitoring and evaluation of the design of programmes of study is effective and reflects best practice to a professional standard.	The development of course materials and the monitoring and evaluation of the design of programmes of study is effective and reflects best practice to a professional standard and they have demonstrated that they are capable of contributing to the enhancement of academic practice that has the potential to have broad ranging and transformational impact.
3. Design a wide range of teaching environments to facilitate student learning and engagement.	WS	The design of a wide range of teaching environments does not reflect best practice to a professional standard.	The design of a wide range of teaching environments reflects best practice to a professional standard.	The design of a wide range of teaching environments reflects best practice to a professional standard and they have demonstrated that they are capable of contributing to the enhancement of academic practice that has the potential to have broad ranging and transformational impact.
4. Integrating subject and pedagogic research and scholarship with teaching practice and supporting changes of practice.	APP WS	The application of methods for using research to inform teaching and support changes of practice is not effective and does not reflect best practice to a professional standard.	The application of methods for using research to inform teaching and support changes of practice is effective and reflects best practice to a professional standard.	The application of methods for using research to inform teaching and support changes of practice is effective and reflects best practice to a professional standard and they have demonstrated that they are capable of contributing to the enhancement of academic practice that has the potential to have broad ranging and transformational impact.

5. Analyse and synthesise information and use critical thinking to develop and share insight into their pedagogy and discipline area.	WS	Few or no advanced analytical, synthesising and critical thinking skills are demonstrated.	Advanced analytical, synthesising and critical thinking skills are demonstrated.	Advanced analytical, synthesising and critical thinking skills are demonstrated and they have demonstrated that they are capable of contributing to the enhancement of academic practice that has the potential to have broad ranging and transformational impact.

Research specialist: skills	Method of assessment	Assessment criteria – Fail	Assessment criteria – Pass	Assessment criteria – Distinction
1. Frame research questions and methodology in the context of competitive proposals for research funding.	WS APP	Academic professional practice does not demonstrate effective framing of research questions and methodology to support competitive proposals for research funding.	Academic professional practice demonstrates effective framing of research questions and methodology to support competitive proposals for research funding.	Academic professional practice demonstrates effective framing of research questions and methodology to support competitive proposals for research funding and demonstrates that they are capable of contributing to the enhancement of academic practice that has the potential to have broad ranging and transformational impact.
2. Undertake effective management of research projects and budgets, assess risks and apply for ethical approval where required.	WS	Research projects and budgets are not effectively managed, and risks are not effectively assessed. There is no evidence of recognition of ethical approval is required or secured.	Research projects and budgets are effectively managed, risks are effectively assessed and, where required, ethical approval is secured.	Research projects and budgets are effectively managed, risks are effectively assessed and, where required, ethical approval is secured and demonstrate that they are capable of contributing to the enhancement of academic practice that has the potential to have broad ranging and transformational impact.

Research specialist: skills	Method of assessment	Assessment criteria – Fail	Assessment criteria – Pass	Assessment criteria – Distinction
3. Produce intellectual insight and innovation in their own discipline to be shared with students, peers and wider stakeholders.	APP PC	Little or no evidence that professional academic practice demonstrates the effective production of intellectual insight and innovation to be shared with students, peers and wider stakeholders.	Professional academic practice demonstrates the effective production of intellectual insight and innovation to be shared with students, peers and wider stakeholders.	Professional academic practice demonstrates the effective production of intellectual insight and innovation to be shared with students, peers and wider stakeholders and demonstrates that they are capable of contributing to the enhancement of academic practice that has the potential to have broad ranging and transformational impact.
4. Authorship or co-authorship of publications and dissemination through a wide range of media.	WS	Little or no evidence of academic professional practice that demonstrates effective communication through authorship and co-authorship of publications and dissemination through a wide range of media.	Academic professional practice demonstrates effective communication through authorship and co-authorship of publications and dissemination through a wide range of media.	Academic professional practice demonstrates effective communication through authorship and co-authorship of publications and dissemination through a wide range of media. Practice demonstrates that they are capable of contributing to the enhancement of academic practice that has the potential to have broad ranging and transformational impact.
5. Develop and sustain links with industry and other external organisations to grow collaborations and develop opportunities to access funding.	WS	Little or no evidence that effective external links are established and opportunities to access funding are developed.	Effective external links are established and opportunities to access funding are developed.	Effective external links are established and opportunities to access funding are developed. Links provide evidene that they are capable of contributing to the enhancement of academic practice that has the potential to have broad ranging and transformational impact.

C – **Assessing values and behaviours**– All core values and behaviours will need to be demonstrated to achieve full professional competence.

Core values and behaviours	Method of assessment	Assessment criteria – Fail	Assessment criteria – Pass	Assessment criteria – Distinction
Consider ethical, sustainable and inclusive practices and equality of opportunity to a professional standard.	APP	Academic practice does not evidence the consideration of ethical, sustainable, inclusive practices and equality of opportunity to a professional standard.	Academic practice evidences the consideration of ethical, sustainable, inclusive practices and equality of opportunity to a professional standard.	Academic practice evidences the consideration of ethical, sustainable, inclusive practices and equality of opportunity to a professional standard and has also demonstrated that they are capable of innovation in professional academic practice that has the potential to have broad ranging and transformational impact.
Be mindful of one's CPD in relation to career management, responsiveness to opportunities, networking, reputation and esteem.	PC	CPD activity does not effectively support career management, responsiveness to opportunities, networking, reputation and esteem to a professional standard.	CPD activity effectively supports career management, responsiveness to opportunities, networking, reputation and esteem to a professional standard.	CPD activity effectively supports career management, responsiveness to opportunities, networking, reputation and esteem to a professional standard and has also demonstrated that they are capable of innovation in professional academic practice that has the potential to have broad ranging and transformational impact.
Commit to CPD in relation to relevant contemporary issues such as: student employability and graduate employment destinations; ethics and	PC	Little or no evidence of engagement in CPD and contemporary academic practice issues demonstrates conduct of a professional standard.	Engagement in CPD and contemporary academic practice issues demonstrates conduct of a professional standard.	Engagement in CPD and contemporary academic practice issues demonstrates conduct of a professional standard and has also demonstrated that they are capable of innovation in professional academic practice that has the potential

Core values and behaviours	Method of assessment	Assessment criteria – Fail	Assessment criteria – Pass	Assessment criteria – Distinction
sustainability, academic integrity, legal compliance and intellectual property, respect and confidentiality, and health and safety.				to have broad ranging and transformational impact.
Consider evidence-informed approaches and the outcomes from research, scholarship and CPD to inform their own professional practice.	APP	Little or no evidence that academic practice is informed by an evidence-based approach, including the outcomes from research, scholarship and CPD, to a professional standard.	Academic practice is informed by an evidence-based approach, including the outcomes from research, scholarship and CPD, to a professional standard.	Academic practice is informed by an evidence-based approach, including the outcomes from research, scholarship and CPD, to a professional standard and has also demonstrated that they are capable of innovation in professional academic practice that has the potential to have broad ranging and transformational impact.
Be mindful of the wider context (policy, economic, societal, technological, legal, cultural and environmental) in which higher education operates, recognising the implications for professional practice.	PC	Little or no evidence that academic practice appropriately reflects the wider context in which higher education operates to a professional standard.	Academic practice appropriately reflects the wider context in which higher education operates to a professional standard.	Academic practice appropriately reflects the wider context in which higher education operates to a professional standard and has also demonstrated that they are capable of innovation in professional academic practice that has the potential to have broad ranging and transformational impact.

Core values and behaviours	Method of assessment	Assessment criteria – Fail	Assessment criteria – Pass	Assessment criteria – Distinction
Seek opportunities to network, to practise public engagement and to communicate effectively.	PC	Little or no evidence that academic practice demonstrates the capability to network, lead, mentor or supervise, communicate effectively and practise public engagement to a professional standard.	Academic practice demonstrates the capability to network, lead, mentor or supervise, communicate effectively and practise public engagement to a professional standard.	Academic practice demonstrates the capability to network, lead, mentor or supervise, communicate effectively and practise public engagement to a professional standard and has also demonstrated that they are capable of innovation in professional academic practice that has the potential to have broad ranging and transformational impact.
Be enthusiastic, self-confident, and self reflective.	APP	Academic practice does not include demonstration of the personal qualities of enthusiasm, self-confidence, self-reflection to a professional standard.	Academic practice demonstrates the personal qualities of enthusiasm, self-confidence, self-reflection to a professional standard.	Academic practice demonstrates the personal qualities of enthusiasm, self-confidence, self-reflection to a professional standard and has also demonstrated that they are capable of innovation in professional academic practice that has the potential to have broad ranging and transformational impact.
Persevere, have integrity, be prepared to take responsibility, to lead, mentor and supervise.	PC	Academic practice does not include demonstration the personal qualities of perseverance, integrity and a willingness to undertake leadership responsibilities to a professional standard.	Academic practice demonstrates the personal qualities of perseverance, integrity and a willingness to undertake leadership responsibilities to a professional standard.	Academic practice demonstrates the personal qualities of perseverance, integrity and a willingness to undertake leadership responsibilities to a professional standard and has also demonstrated that they are capable of innovation in professional academic practice that has the potential to have

Core values and behaviours	Method of assessment	Assessment criteria – Fail	Assessment criteria – Pass	Assessment criteria – Distinction
				broad ranging and transformational impact.