

THE HALLAM ACADEMIC AWARD (HAA) – BRIEFING PAPER

The purpose of this paper is to brief you on the Hallam Academic Programme (HAP).

What is the Academic Professional Apprenticeship Standard (APAS)?

The [Academic Professional Apprenticeship Standard](#) (APAS) is designed for academics who deliver higher education teaching and undertake research to support the development of knowledge within their discipline. A number of universities are developing designs to deliver the APAS as a funded Apprenticeship and there are circa 8 institutions looking to implement these designs in 2019. The APAS's features include:

- Level 7 study, no mandated prior qualification
- 24 months completion schedule
- the learner must spend 20% of their contractual hours in "training". Some aspect of this, can be integrated with work 'standard' activities for impact and efficiency.
- The APAS is described as a set of core competencies (knowledge, skills and behaviours) and two mutually exclusive specialist routes: *either* Teaching Pathway or Research Pathway.
- The "End Point Assessment" (EPA) is conducted by an external Assessment Organisation. The EPA is tailored to either of the specialist routes and will comprise of:
 - Observed professional practice assessment
 - Professional conversation
 - Written submission (3000 words)
- Professional recognition via the UK Professional Standards Framework (FHEA or AFHEA) and, subject to an approved framework, research recognition via Vitae's Researcher Development Framework.

Underpinning Principles Informing the HAA

- The HAA will transform academic practice, in line with the University's strategy, and will enhance research and pedagogical capacity, performance and leadership.
- The programme is designed to be inclusive, equitable and fair.
- While the HAA will be a single programme it can be tailored to need and apprenticeship levy eligibility.
- The HAA will provide an attractive offer to support recruitment and enable a clear development offer for new full/part-time colleges.
- The HAA will meet the requirements of the Teaching Pathway of the APAS whilst also supporting the development of key research leadership skills and competences.
- Programme meets the needs of all subject disciplines and will develop staff across Teaching, Research and Professional & Business Engagement.

Completion of the programme will lead to:

- Level 7 credit – Postgraduate Diploma Teaching in Higher Education
- Fellowship of HEA (FHEA)
- Staff meeting the requirements of the APAS
- Effective grounding in research and business practice

Who is the programme for?

The HAA is designed for academic staff groups and is flexible to the experience and needs of new colleges and objectives of departments and the institution. The HAA is open to Recognition of Prior Learning (RPL) with *proportionate* levy funding. The programme will support different categories of staff in different ways:

- The HAP is for all newly appointed permanent academic staff who are "at the level of an independent academic"¹. This includes part time staff on a pro-rata basis (though funding will not typically apply for staff contracts of less than 30 hours per week).

¹ E.g. staff who have come through PhD and a series of postdocs (all within HE); staff who have come from professional practice; staff who have less than 3 years experience in HE.

- Newly appointed staff with significant experience of working in HE (i.e. more than three years) will require further consideration. They may not be eligible for levy funding for the apprenticeship. They will complete a needs analysis resulting in an agreed development plan. They may then access aspects of the provision if appropriate.
- At least 60hrs of scheduled teaching is required during the certificate stage of the HAA
- Some elements of the programme will be available as CPD for existing staff development.

Programme Design

- Structurally incorporates and builds on our current PgC Teaching in Higher Education
- Delivery will blend on-line, work-based and project-based learning.
- Staff will develop an e-portfolio to support and track their development and to support funded learners' final assessment.
- The programme will model good practice in work-based learning and coaching.
- The design approach will mitigate the risk of non-completions, to protect our financial position and reputation as an apprenticeship provider.

Programme Delivery

The HAA will be compliant with apprenticeship fundamentals including:

- Initial development needs analysis,
- Completion of the Commitment Statement prior to learning,
- Provision of WBL Coach and a departmental mentor,
- 20% off the job training (equivalent to 1 day release each week and every week (on average). This can be managed by providing WBL projects within the department. These can count in part or whole as the 20%. Other forms of leaning can count;
- Three-way reviews throughout the programme leading to final assessment.

The first PgD module will be delivered in a taught block to allow engagement with research CPD which will meet the key requirements of the apprenticeship standard/needs of the Commitment Statement/ ongoing three-way reviews.

The second module is based on the ongoing development needs analysis and looks to the individual's practice and development. This will take place after the EPA and lead to a PgD.