

Title: **It's Alive: Operationalising the Academic Professional Standard**

Presenter: **Sandy Cope**
Nottingham Trent University

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Share experiences on how to support staff on the Academic Professional Standard
- Appreciate the challenges so far in implementing an apprenticeship for academic colleagues
- Consider an Appreciative Enquiry approach to launching the standard

Session Outline

Traditionally studying for a PhD was seen as the 'Apprenticeship' route and sufficient development to make our colleagues 'HE ready.' After pioneering work from SEDA 20 years ago, the sector began to change and recognise the need for learning and teaching development in the academic role.

The UKPSF was launched in 2009 by the Higher Education Academy (now Advance HE), alongside its professional recognition scheme much to the scepticism of the sector. Following this trajectory, we now have the Academic Professional Apprenticeship Standard.

According to the Institute for Apprenticeships (2018) "apprenticeships are playing an increasingly important role in British industry, and it is important that the right structures are in place to ensure they equip people with the right skills. It is crucial that employers lead the development of apprenticeship standards. They are the people who know best what makes someone competent in the role and what transferable skills an apprentice will need to take the next step after their apprenticeships."

The two key challenges that appear to be causing the most discussion for the sector are the 20% of the job for study in the IfA criteria and the need for well-skilled workplace mentors. The latter issue has already been recognised, albeit in a different context, by (Rowe et al, 2017) "the implicit expectation is that managers will need to develop and adopt new approaches in order to support and manage colleagues as they progress through degree programmes, combining higher level work-related study with full-time employment."

This session will share the appreciative enquiry approach taken by NTU, and key considerations undertaken so far:

- The design of the Academic Standard Vis a vie the PGCAP
- Structure – Key Players

- Structure – Key Processes
- Benefits and Challenges
- Managing Risks
- Moving Forward

Session Activities and Approximate Timings

0-15 mins - The NTU Journey

15-25 mins – Your key players and processes

25-35 mins – Feeding back to the group

35- 45 mins – Group discussions – identifying and managing risks on implementation

References

Institute for Apprenticeships (2018) - <https://www.instituteforapprenticeships.org/>
Rowe, L. et al (2017). The challenges of managing degree apprenticeships in the workplace: a manager's perspective. *Journal of Work-Applied Management*. Vol. 9, Issue 2, pp. 185-199

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