UNIVERSITY OF CAMBRIDGE

Postgraduate Certificate in Research and Innovation Leadership (Apprenticeship)

Institute of Continuing Education

Employer Handbook

Edition March 2021

European Union
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Social Fund

Apprenticeships

www.ice.cam.ac.uk/apprenticeships

University of Cambridge

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*This handbook was revised in March 2021
and the information presented is correct as of that date.

The Old Schools

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Cambridge

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Contents

1 Introduction

Thank you for selecting the University of Cambridge's Postgraduate Certificate in Research and Innovation Leadership (Apprenticeship). We look forward to working with you and hope you will find the programme meets your needs. We have designed the programme to be an enjoyable and fulfilling learning experience for your apprentices, which provides up-to-date knowledge, skills, values and behaviours (KSVBs) with current relevance to leadership roles in research and innovation sectors.

The Postgraduate Certificate in Research and Innovation Leadership (Apprenticeship) is offered by the Institute of Continuing Education (ICE) and was designed in collaboration with the University's postdoc Researcher Development (RD) Team and the Postdoc Academy.

This handbook is designed to provide information for employers about the Postgraduate Certificate in Research and Innovation Leadership (Apprenticeship) and how it is delivered and managed. Apprentices are provided with Course and Module Guides, and they also have access to our online Student Handbook, where the most up-to-date versions of general information are made available electronically.

The University of Cambridge policies and procedures are available on the Education Quality and Policy Office website: https://www.educationalpolicy.admin.cam.ac.uk/. Those relevant to this course are highlighted in the Student Handbook (see above) and the Course Guide.

Useful contacts

Queries related to the course content or structure should be directed to the course leaders and developers listed below via researchleadership@ice.cam.ac.uk:

Job Title	Name
Institute for Continuing Education Deputy Director of Academic Centres (Academic)	Dr Tom Monie
University of Cambridge Postdoc Researcher Development (RD) Team: Head of RD Senior Researcher Development Associate Researcher Development Associate	 Dr Steve Joy Hannah Fromageau Dr Nicole Horst

Queries related to the application process or apprenticeship rules and procedures should be directed to the Apprenticeships Administration Team via apprenticeships@ice.cam.ac.uk

2 Programme Structure

2.1 Overview

This programme is targeted at postdoctoral researchers and fellows with the aspiration and potential to achieve leadership positions in academic, commercial, public and not-for-profit organisations or self-started businesses and social enterprises. It supports participants to develop their research identity and the capability to lead independent research projects. This is done via structured support that is highly relevant to the research which participants are currently undertaking and to the ideas which they are developing for their next steps. Mindful of increasing complexity and competition in research and innovation, this training will support flexibility and agility in career progression within and between sectors. It will broaden participants' views on the impact they can have on wider intellectual, societal and economic challenges, whilst ensuring that research integrity and good personnel management are core features. The programme will highlight the importance of ethical leadership, investigating the positive behaviours that support a healthy culture such as good leadership, collegiality and placing professional development as an integral part of all researchers' roles.

By providing an opportunity for participants to explore and consolidate their individual leadership practice within a multidisciplinary group of apprentices, the programme will foster interdisciplinarity and collegiality, enabling participants to practically develop skills addressed in theoretical elements of the curriculum. Participants will work individually and in groups to explore leadership in different contexts and apply learning appropriately within individual situations, roles and positions. The programme's content will be contextualised and situational, so that it can be responsive to, and focused on, the individuals' current roles and responsibilities as well as their longer-term aspirations. Participants will receive integrated networking opportunities with experienced professionals to help relate their learning and development to their individual needs and contexts.

Apprenticeships in England are governed by the rules and standards of the Education and Skills Funding Agency (ESFA) and the Institute for Apprenticeships and Technical Education (IfATE). The principle behind all apprenticeships is to encourage employees to reach the highest possible level of educational and training attainment in the most affordable way. While they are studying, they continue to provide a useful role in their workplace. Off-the-job training is a key element in all apprenticeships. The national regulations require off-the-job training to occupy no less than 20% of an employee's normal working hours over a year. Details of the types of learning and activities that are covered by the off-the-job training can be found in Section 5.2. The Postgraduate Certificate is taught and awarded at FHEQ level 7 (i.e. Masters level) and is worth 60 credits. Certification is completed in one academic year, plus an additional 3-6 months for completion of the apprenticeship, depending on when the apprentice is ready to sit the End Point Assessment. The exact dates will be published in advance of each apprentice taking up their place on the course.

2.2 Benefits for the Employer

The mission of the University of Cambridge is to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence. The University's core values are as follows:

- freedom of thought and expression
- freedom from discrimination
- the encouragement of a questioning spirit

By supporting your researcher employee to undertake this apprenticeship with the University of Cambridge, you could benefit from new knowledge and skills developed by the researcher during the course, including:

- up-to-date insight into the UK research landscape and funder expectations
- current knowledge of good research practice
- strategies and tools for efficiently planning and undertaking research, including time and resource management
- a better appreciation for the responsibilities of academic group leaders
- improved understanding of and approaches to leadership, management and effective interpersonal communication, which can be applied in a supervisory or collaborative context toward achieving your research aims
- effective approaches for communicating research to a variety of audiences, including students, peers, funders, the public and other stakeholders
- enhanced employability and career mobility for your researcher employee
- development of leadership skills and confidence, enabling all individuals regardless of prior experience or background to succeed in research
- experience of working with peers across a range of research disciplines

The programmne is consistent with the University of Cambridge's interest in improving research culture as part of the recovery process following the COVID-19 pandemic.

2.3 Professional Recognition

Research leadership encompasses not only subject expertise, but also modelling good practice in a variety of professional situations and relationships, awareness of the research landscape and how their work fits, the ability to support others to achieve their potential, as well as self-leadership and a commitment to personal and professional development in these areas. Funders and employers are increasingly looking to researchers to provide clear evidence of these practices and traits. Initiatives like the recently launched Résumé for Researchers aim to showcase the breadth of contributions that researchers can make within their roles, and leadership elements run throughout all four modules of the structured narrative document. Reviewers on fellowship and other funding panels are being trained to look for leadership capability and to ask about it in interview. Completion of the taught elements of the course will enhance the apprentices' immediate skills in these areas in a work-relevant manner and indicate to potential funders or future

employers that the researcher is grounded in the fundamentals of a range of topics pertinent to research leadership. Successful completion of the apprenticeship will evidence not only a foundation in theory, but also that the researcher has applied the learned knowledge, skills and behaviours within a research environment and is ready to lead.

3 Recruitment, Admission and Induction of Apprentices

3.1 Recruitment and Selection Process

Apprentices must be paid employees of your organisation: they may either be existing employees or new employees whom you recruit specifically to undertake the apprenticeship course.

Application to the Apprenticeship Course

Employers are required to submit an Expression of Interest form to apprenticeships@ice.cam.ac.uk Their employee is then able to make an application to the course. For the apprenticeship course starting in October 2021 applications must be submitted by 1 June 2021. Employment contracts must be of sufficient duration to cover the length of the apprenticeship – one year for the course and up to six months for the End Point Assessment – so at least 18 months from the start of the course.

Recruitment by Employers

An apprentice may be an existing member of your staff or you may be intending to recruit someone and support them through an apprenticeship programme. They must be on your payroll before the apprenticeship course start date and eligible for funding under the UK's funding rules (https://www.gov.uk/guidance/apprenticeship-funding-rules-for-employers/annex-a-eligibility-criteria-who-we-fund).

3.2 Entry Requirements

Language requirements

For those candidates who are not native speakers, the following levels of English are required:

- IELTS Academic: Overall score of 7.5 (a minimum of 7.0 in each individual component)
- TOEFL Internet: Overall score of 110 (a minimum of 25 in each individual component)
- Cambridge English: C1 Advanced: Grade A or B (with at least 193 in each individual element) plus a Language Centre assessment
- Cambridge English: C2 Proficiency: Grade A, B, or C (with at least 200 in each individual element)

For those who meet other requirements but do not have evidence of achieving a Level 2 Maths and English qualification we offer support during the apprenticeship programme to prepare for and undertake relevant qualifications in order to achieve the final apprenticeship award.

Nationality/Residency requirements

For more information about eligibility criteria please refer to the Apprenticeship Funding Rules and Guidance for Employers (Annex A).

3.3 Admissions

Recognition of Prior Learning (RPL)

During the application process, applicants will be asked to complete an Initial Assessment form which will recognise previous skills and knowledge that map directly to the Academic Professional Standard. Applicants will be asked to declare that they have not already received training on the areas covered by the course. This document will be used to explore in detail the level of skills and knowledge obtained and how these map against the current course deliverables.

3.4 Apprenticeship Contracts and Agreements

All apprenticeship schemes require a set of agreed documents that conform to national templates in addition to the University's own standard application requirements:

1. The employee and the employer - Apprenticeship Agreement
   Prior to the applicant being enrolled onto the course, they must obtain a signed Apprenticeship Agreement from their employer. This template is provided by the University and will need to be signed by both the employer and apprentice. Once done, this document needs to be returned to the Apprenticeships team.

2. The employee, the employer and the training provider (the University) – Commitment Statement
   Once your employee's Apprenticeship Agreement has been received, you will be invited to agree and sign the Commitment Statement document. This is a tripartite agreement between the apprentice, the employer and the University outlining each party's obligations with regard to the apprenticeship course. This will be held within the e-portfolio system (APTEM) by the University in accordance with the requirements of the Education and Skills Funding Agency (ESFA).

3. The employer and the training provider (the University) - Apprenticeship Training Services Agreement
   This agreement is between the Employer and the University. This document will encompass the course structure, the responsibilities of each stakeholder, reference to relevant University processes and terms and conditions. The agreement will need to be signed and returned to the Apprenticeships team prior to the apprentice enrolling onto the course.

3.5 Eligibility

Eligibility of Employer

The employer will need to confirm their eligibility before committing an apprentice onto the apprenticeship programme. This will be in accordance with the entry requirements set out on our website.

Confirmation of eligibility will be captured within the Apprenticeship Training Services Agreement.

Eligibility of Employee

- Apprenticeship Requirements
  During the application phase of the apprenticeship programme, the applicant will need to complete the necessary online form which will confirm the applicant's eligibility.
- University Requirements

The applicant must meet both the apprenticeship and University entry requirements prior to enrolment on to the apprenticeship programme. All entry requirements can be found on the website. For any questions related to the University application process, please contact: apprenticeships@ice.cam.ac.uk

3.6 Funding Arrangements

Apprenticeships will be funded by the Apprenticeship Levy or Government co-funding. The fee for the apprenticeship is advertised on our website and includes the End Point Assessment (EPA), which may be delivered by the University or by a registered End Point Assessment Organisation approved by the IfATE. Funding is normally released from the Apprenticeship Levy to the University on a monthly basis for the duration of the apprenticeship. A schedule of payments will be agreed between the employer and the University for any additional payments to be made by the employer (for example co-funding payments).

The Department for Education publishes advice on apprenticeship funding for employers who do not pay the Apprenticeship Levy.

Employers will need to create an account on the **apprenticeship service** in order to use their Levy pot (Levy-paying employers) or reserve funding (non-Levy paying employers) and they should link with the University of Cambridge by following these steps:

1. Go to your apprenticeship service account:
   https://manage-apprenticeships.service.gov.uk/.
2. If you are adding the University of Cambridge for the first time, go to 'Your Organisations and Agreements' section and select 'Add organisation'.
3. The University of Cambridge UK Provider Reference Number is **10007788**.
4. Before being able to add your first apprentice, you will firstly need someone in your organisation to authorise the ESFA Agreement. You will also need to make a note of the University's UKPRN: **10007788**.
5. In the 'Apprentices' section, you can begin adding your apprentices, which will be passed to the University for review and approval.
6. You can ask the University to add the apprentices on your behalf, which you can select in the 'add an apprentice' form. If you do this, you will still have to approve any apprentices added by the University before any funding is released.

Detailed YouTube films are available through the following links. These provides walkthroughs of how to set up and manage your Digital Account:

[Set up](#)

[Adding Apprentices](#)

The University will apply for additional payments from the Government for eligible apprentices aged 19-24 with an Education, Health and Care (EHC) plan and will arrange to make the payments back to the employer.

Please refer to the [Apprenticeship Technical Funding Guide](#).

4 Academic Mentors and Employment Mentors

4.1 Academic Mentors

Each apprentice will be allocated an Academic Mentor, who is a member of University staff and may be the Course Lead. This person fulfils a role combining that of personal tutor with academic supervision during the apprenticeship. The Academic Mentor will work with the apprentice and with you as the employer throughout the programme, providing continuity and a single point of contact for academic and administrative matters.

The responsibilities of the Academic Mentor include the following:

- Pastoral support (the normal 'personal tutor' role) including regular contact with the apprentice.
- Visiting each apprentice once per quarter and additionally meeting them together with their Employment Mentor to discuss their progress. The University is required to check the wellbeing of the apprentice as well as ensuring that their working environment is safe to carry out the role.
- Liaising with you for any other purpose.

If an apprentice asks to change Academic Mentor, the Programme Administrator will liaise with the Course Lead to allocate a new mentor.

4.2 Employment Mentors

You are asked to nominate an Employment Mentor for each apprentice. This individual should preferably not be the apprentice's line or task manager, but a more experienced individual in the apprentice's discipline who is employed by the same organisation. The Employment Mentor should meet the apprentice regularly to discuss progress in their apprenticeship and should be empowered to act on behalf of the apprentice if required.

5 Course Structure

5.1 Module and Credit Structure

The course follows the curriculum for the Postgraduate Certificate in Research and Innovation Leadership, which is a 12-month programme. The End Point Assessment for the apprenticeship follows the completion of this programme and takes between 3-6 months – see table below.

The curriculum for the Postgraduate Certificate in Research and Innovation Leadership was developed to meet and exceed the skills, knowledge, values and behaviour assessment requirements of the Academic Professional (Research) Apprenticeship Standard (as detailed by the Institute for Apprenticeships and Technical Education: https://www.instituteforapprenticeships.org/apprenticeship-standards/academic-professional/).

As such, the programme reflects the expectations of UK employers for researchers in the higher education sector, academic, commercial, public and not-for-profit organisations. Its standards and components are described in detail in the Appendices below.

Module	Credits	Course Dates	Delivery Point
Module 1 *Building a research vision & identifying core values*	20	**October 2021 to January 2022** *(Start date: 18 October)*	**End of January 2022**
Module 2 *Using entrepreneurial skills as a research leader*	10	**February and March 2022**	**End of March 2022**
Module 3 *Managing research projects & leading successful teams*	20	**April to June 2022**	**End of June 2022**
Module 4 *Leading engagement and impact in academia and beyond*	10	**July to September 2022**	**End of September 2022**
Preparation for & Completion of EPA	-	**October 2022 to March 2023**	

5.2 Off-the-Job Training and Teaching

Each apprentice will be employed in their job role and the taught programme acts as the accompanying skills development programme. Course content will be delivered and facilitated by subject experts in a blended manner – i.e. a mix of face-to-face, online delivery and self-directed

learning. Online content will be delivered through a dedicated Virtual Learning Environment or through video-based remote meeting software platforms.

Throughout their time as an apprentice, participants will build on and develop further their knowledge, practical experience and skills needed within their immediate job alongside the development of broader knowledge, skills, values and behaviours required for their future career. These are developed via 80% on-the-job training and 20% off-the-job training.

80% on-the-job training

It is expected that 80% of a participant's time is spent engaged in work-based practice and activities relating directly to their everyday discipline-related research activities (on-the-job training). Participants are expected to evidence and demonstrate their continued engagement with relevant learning and development activities consistently throughout the course.

20% off-the-job training activities

The remaining 20% of a participant's time should be allocated to off-the-job training activities. The composition of these activities will be dependent on a participant's discipline-related research activities and departmental/college/work expectations and are open for negotiation, but this time allocation is a requirement of the programme and activities will be tracked throughout to ensure they meet with the apprenticeship requirement. Activities can include any of the following, provided that new learning is acquired and reflected upon:

- Practical training
- Shadowing
- Mentorship activities (including preparation prior to and reflection on)
- Attendance at departmental/discipline-related training events and activities
- Group activities e.g., Team Development
- Attendance at conferences, workshops or seminars
- CPD

Included within this 20% off-the-job training, there will be formal taught sessions, delivered face-to-face and virtually throughout the initial 12 months, starting in October, as well as learning that is tailored to their own individual learning requirements, including activities such as:

- Formal taught sessions
- Undertaking online activities
- Writing and preparing work (including Postgraduate Certificate assignments, portfolio tasks/reflections)
- Learning support & tutorials
- Personal development activities
- Research and preparing documents for ethical approval

Based on typical employment contracts our course comprises 42 days of training and teaching in the form of organised modules and events, followed by assessments. This assumes 210 contracted working days per year, or 42 weeks. Of these it is estimated that 22 days will be provided through direct delivery of teaching. The remainder will consist of self-directed study and

additional learning as identified through the apprentices' individual learning plan. If your employee's working year is different to this, you will be required to adjust the days allowed for self-directed study on their apprenticeship training. This includes training delivered at the University, away from the workplace, or in the workplace but not as part of their normal working duties. Training must be directly relevant to the apprenticeship standard, and the hours above will include the teaching of theory, practical teaching, learning support or time writing assignments.
They cannot include time spent undertaking Level 2 English and/or maths training, progress reviews, on-programme assessments, or training which takes place outside the apprentice's paid working hours.

Learning materials and module information is available to students via the University's Virtual Learning Environment. Our approach to learning and teaching will encourage apprentices to become self-motivated, independent learners capable of directing their own study, whilst maintaining the academic rigour and quality expected of postgraduate study.

Our Course Handbook, which is published in advance of the start of every academic year, gives details of the content, aims and assessment methods used during the course.

The quarterly meetings between your Employment Mentor, apprentice and their Academic Mentor are not included in the total number of days.

The study day may include some timetabled activities that always happen at a specific time each week (virtual workshops) as well as activities that can happen at any time (e.g., e-learning).

It is currently our intention to deliver this course as scheduled including face-to-face and online delivery. We will, however, be keeping this decision under close review given the uncertain circumstances. If current restrictions are extended and face-to-face delivery is still not viable, we will communicate alternative arrangements as soon as possible.

5.3   Coursework Due Dates

Apprentices are asked to submit various items of coursework, in the form of designed or written assignments, by dates which will be communicated to apprentices and employers each term. This work will generally be assessed at the end of each module. Submission dates can be amended only by advance agreement if there is a pressing reason to do so.

Coursework will be submitted through the University's apprenticeships system APTEM and via the course Virtual Learning Environment. Further guidance on how to do it will be provided to students at the start of the programme.

6 Course Learning Outcomes and Assessment

6.1 Overview

Our expectations of what apprentices will gain from studying this course are presented in terms of learning outcomes. These are statements defining specific knowledge, skills, values and behaviours which apprentices will need to demonstrate to successfully complete the course. These learning outcomes are coordinated with the IfATE's Level 7 Occupational Standard agreed for the Academic Professional (Research). These standards are defined by the IfATE and are listed in Appendix Two below. Updated versions are available here:

https://www.instituteforapprenticeships.org/apprenticeship-standards/academic-professional-v1-0

6.2 Work-Based Learning

Assessment for this work-based learning is incorporated into the End Point Assessment.

6.3 End Point Assessment (EPA)

Assessment Method	Area Assessed	Assessed by	Grading
One-hour academic or professional conference presentation demonstrating design and delivery of research	Components of knowledge, skills and behaviours from across the standard	Apprentice Assessment Organisation ('the 'EPAO')	Fail / Pass / Distinction
One-hour professional conversation with open and closed competency-based questions	Components of knowledge, skills and behaviours from across the standard	Apprentice Assessment Organisation ('the 'EPAO')	Fail / Pass / Distinction
Discipline-specific submission, including a 3000 (+/-10%) word reflective piece and an annex of supporting evidence of 4500 (+/-10%) words or equivalent	Components of knowledge, skills and behaviours from across the standard	Apprentice Assessment Organisation ('the 'EPAO')	Fail / Pass / Distinction

Table 1 - End Point Assessment Methods Overview

For a detailed description of the End Point Assessment components from the IfATE website, see **Appendix One** below.

For a description of Assessment Methods, see the Mapping of Criteria document based on the IfATE website included as **Appendix Two** below.

7 Other Information

7.1 Withdrawal from the Course

We understand that circumstances can change and that there may be a need to withdraw an apprentice from the course for a variety of reasons. If you find yourself in this situation, please contact the Course Leader as soon as possible to discuss this.

7.2 Liaising with Employers

The Course Leader and Programme Administrator will liaise with employers via the employer mentors and/ or another contact point you provide. If your contact details change, please notify the Course Leader and Programme Administrator immediately so that our records can be updated.

7.3 Course Committee

The course committee will consider the governance, delivery and management of the course. Representatives of employers and apprentices will be elected to serve on the committee. Terms of reference may include:

- To meet at least twice annually
- To review programme content and delivery
- To consider feedback from apprentices, employers and academics
- To report annually to the University and to employers

Membership of the committee will include:

a) an employer representative who will attend meetings on behalf of employers with apprentices in the Apprenticeship (to be elected by the employers)
b) an apprentice representative who will attend meetings on behalf of the apprentices (to be elected by the apprentices)
c) the Course Leader, who will chair meetings
d) academics teaching on the Apprenticeship course, and
e) the Programme Administrator, who will organise the committee and meetings

In advance of each committee meeting, the Programme Administrator will ask the apprentice representative to gather feedback from their fellow apprentices to be channelled through them at the meeting.

7.4   Questions or Concerns

If you have any questions or concerns about the course, please do not hesitate to contact the Course Leader or the University's Apprenticeships Administration team:

apprenticeships@ice.cam.ac.uk

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Employers should refer to the Education and Skills Funding Agency's 'Apprenticeship Funding: Rules and Guidance for Employers', which is available at: https://www.gov.uk/government/publications/apprenticeship-funding-and-performance-management-rules-2017-to-2018.

Appendices

Information in Appendices One and Two has been reproduced from the IfATE's End Point Assessment Plan for Academic Professional Apprenticeship and the IfATE Standard for the Academic Professional Apprenticeship (Research) and is correct at time of publication. They may be updated during the course for the Apprenticeship and Employers are advised to check the website:

https://www.instituteforapprenticeships.org/apprenticeship-standards/academic-professional-v1-0

Appendix One

Preparing for the End Point Assessment

The text below is reproduced from the Level 7 Academic Professional Apprenticeship Standard End-point Assessment Plan. This is supplied here for general information and further details can be found at: https://www.instituteforapprenticeships.org/media/1778/st0477_-academic-professional_-level-7_ap-for-publication_15052018.pdf

Preparing for the End Point Assessment Plan (Academic Professional)

- Academic Professional Practice Assessment
- Professional Conversation
- Written Submission

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 to 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 the research specialist role within the Apprenticeship Standard. The length of the assessment will be one hour and will take one of the following forms 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 will be specified in detail (see Appendix 1 in https://www.instituteforapprenticeships.org/media/1778/st0477_-academic-professional_-level-7_ap-for-publication_15052018.pdf). 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 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.

Appendix Two

Mapping of Knowledge and Skills Criteria to the Postgraduate Certificate in Research and Innovation Leadership (Apprenticeship)

In the table below, we have mapped the knowledge, skills, values and behaviours from the IfATE Academic Professional (Research) Standard to the topics covered in the four modules of the Postgraduate Certificate in Research and Innovation Leadership.

See the list of topics below this table.

IfATE Standard EPA criteria	The graduate will have an understanding of…	Postgraduate Certificate taught course Topics supporting KSVBs
Knowledge	• a range of teaching, assessment and feedback methods used in higher education to support learning and achievement	4.3, 4.4, 4.6, 4.8
	• how students learn and how to adapt delivery methods to support a range of students' needs	1.8, 3.6, 4.3, 4.4, 4.6
	• how research is conducted, within their own and related disciplines and in inter-disciplinary or trans-disciplinary contexts	1.2, 1.3, 1.6, 1.7, 4.5
	• regulatory, administrative, financial, planning procedures, risk management, quality assurance and quality enhancement, and how they are related to their role in higher education	3.1, 3.2, 3.4
	• technological processes associated with effectiveness in their role within the HE sector	1.4, 3.4
	• methods for evaluating the effectiveness of academic activities, such as teaching and the quality and impact of research	1.3, 1.4, 3.2, 4.7, 4.8
	• how to engage with relevant professional bodies and other external organisations to support their work	1.1, 1.4, 2.7
	• the principles of reflective practice and the methods for applying reflective practice to their own professional development	1.4, 1.4, 2.7
	• innovative approaches to undertaking their work to create interest, understanding and enthusiasm among their students, funders or stakeholders	1.5, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 3.3, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7

Specialist Knowledge (Research)	• current issues in the relevant disciplinary research literature	1.2, 1.3, 1.6, 4.7
	• research theories and the practical application of a full range of research methods	1.3, 1.6
	• relevant and up to date approaches to the management of research, including delivery to required timelines	1.1, 1.7, 3.4
	• major funding streams and programmes in the relevant research field	1.2, 1.8, 3.3
	• the application of a wide range of technologies and advanced digital skills in support of research investigation and dissemination	1.2, 1.3, 1.7, 1.8, 4.3, 4.4, 4.6
Skills	• deliver higher education teaching of high quality through lectures, tutorials, practicals or seminars	4.1, 4.3, 4.4, 4.6
	• use varying teaching styles depending on the learning environment and students' needs	4.1, 4.3, 4.4, 4.6
	• develop research questions and hypotheses prior to undertaking research in their subject discipline	1.3, 1.5, 1.6, 4.7
	• analyse, synthesise and use critical thinking in the conduct of research	1.3, 1.6
	• supervise and mentor students and peers to develop knowledge in their subject discipline	1.3, 3.5, 3.8
	• implement approaches to academic practice that are informed by equality and diversity	3.5, 3.6, 3.8
	• communicate orally and in writing and collaborate effectively, to manage people, processes or teams	1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.5, 3.7, 3.8, 4.5
	• use digital technologies effectively to develop and disseminate knowledge and understanding of subject disciplines	1.3, 1.8, 3.7, 4.3, 4.4, 4.5, 4.6
	• share ideas and evidence with students, peers, policy makers and private and public organisations through a variety of channels including publication and teaching	1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.3, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8
	• collect evidence of the impact of their work, including through student surveys or citations	1.4, 3.2, 4.4, 4.8
	• manage their own continuing professional development (CPD) in subject disciplines and pedagogy, incorporating research, scholarship and professional practices	1.4, 3.2, 4.4, 4.8

	• manage their own time through preparation and prioritisation, time management, responsiveness to change, and achieving a work-life balance.	1.4, 1.7, 2.7, 3.4, 3.5
Specialist Skills (Research)	• frame research questions and methodology in the context of competitive proposals for research funding	1.2, 1.7, 1.8, 2.3, 2.4, 2.5, 2.6, 2.8
	• undertake effective management of research projects and budgets, assess risks and apply for ethical approval where required	1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.4
	• produce intellectual insight and innovations in their own discipline to be shared with students, peers and wider stakeholders	1.3, 1.5, 1.6, 1.7, 1.8, 2.8, 4.1, 4.2, 4.4, 4.5, 4.7
	• author or co-author publications and disseminate research through a wide range of media	4.1, 4.2, 4.5, 4.6
	• develop and sustain links with industry and other external organisations to grow collaborations and develop opportunities to access funding	1.7, 1.8, 2.2, 2.3, 2.4, 2.5, 2.6, 3.3, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8
Values and Behaviours	• ethical, sustainable and inclusive practices and equality of opportunity to a professional standard	1.2, 2.7, 3.2, 3.6, 3.7, 3.8
	• the need to continuously develop their knowledge and insight in relation to career management, responsiveness to opportunities, networking, reputation and esteem	1.1, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.5, 3.7, 4.2
	• 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	1.1, 1.2, 2.3, 2.4, 2.5, 2.6, 2.8, 3.2, 3.6, 3.8
	• the need to consider evidence-informed approaches and the outcomes from research, scholarship and CPD to inform their own professional practice	1.1, 1.3, 1.4, 1.6, 1.7
	• the wider context (policy, economic, societal, technological, legal, cultural and environmental) in which higher education operates, recognising the implications for professional practice	1.2, 1.8, 2.3, 2.4, 2.5, 2.6, 2.8, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8
	• the need to seek opportunities to network, to practise public engagement and to communicate effectively	1.8, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.3, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
	• the need to be enthusiastic, self-confident, and self-reflective to operate effectively in the role	1.4, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.7, 4.4, 4.6
	• the requirement to persevere, have integrity, be prepared to take responsibility, to lead, mentor and supervise	1.4, 2.7, 3.2, 3.6, 3.7, 3.8

Module topics

The course is made up of four modules, each containing a series of topics listed below:

Module 1: Building a research vision and identifying core values

- **1.1:** Reflective practice and commitment to lifelong learning as a researcher
- **1.2:** The shifting research landscape
- **1.3:** Exploring the nature and purpose of academic enquiry and the basis of good research practice within and across disciplines
- **1.4:** Self-awareness and self-leadership
- **1.5:** Creativity
- **1.6:** Developing your research vision
- **1.7:** Strategic and flexible approaches for pursuing your research vision
- **1.8:** Sharing your vision with potential stakeholders

Module 2: Using entrepreneurial skills as a research leader

- **2.1**: Postdocs are innovators in training
- **2.2**: Behaviours of innovators and entrepreneurs
- **2.3**: Become entrepreneurs
- **2.4**: Become entrepreneurs: From opportunity to action
- **2.5**: Become entrepreneurs: Entrepreneurship in practice
- **2.6**: Become entrepreneurs: Making it happen
- **2.7**: Pursue a career beyond academia
- **2.8**: Continue as academic innovators

Module 3: Managing research projects and leading successful teams

- **3.1**: The nuts and bolts of starting a project
- **3.2**: Research ethics and integrity, open research and research impact
- **3.3**: Raising funds for your research
- **3.4**: Tools for project management
- **3.5**: Leadership theories
- **3.6**: Cultural intelligence and inclusive leadership
- **3.7**: Building networks, collaborations and teams
- **3.8**: Managing people and performance

Module 4: Leading engagement and impact in academia and beyond

- **4.1**: The theory and practice of public engagement and public/subject involvement
- **4.2**: Meet our external stakeholders
- **4.3**: Tools for engagement
- **4.4**: Engagement formats: outreach and events

- **4.5**: Engagement formats: co-production, dialogue and user/beneficiary-focused research design and communications
- **4.6**: Engaging and promoting your research using traditional channels and platforms, and social media
- **4.7**: Designing research with impact
- **4.8**: Evaluating the impact of your research

University of Cambridge Apprenticeships

The University of Cambridge offers higher level Apprenticeships which provide access to postgraduate level courses to those in employment. Our Apprenticeship courses enable employers and their staff to benefit from access to world-leading training leading to prestigious University of Cambridge postgraduate awards while gaining knowledge and skills that are in demand and immediately usable in the workplace environment.

University of Cambridge Apprenticeships are managed by its dedicated flexible learning body – the Institute of Continuing Education (ICE). ICE has long pioneered alternative routes to quality professional studies for employed adults and for those interested in continuing education for personal interest and enrichment. ICE is the gateway to a University of Cambridge education and experience for those who wish to study on a part-time basis while maintaining professional and/or personal commitments.

We welcome approaches and discussions with employers and individuals who are interested in our programmes and working together with us to develop new models – including further apprenticeship courses. If you would like to explore options with us, please get in touch by contacting apprenticeships@ice.cam.ac.uk.

If you would like to find out more about the Institute of Continuing Education, our wider programme of part-time and online courses, please consult our website.

For more information about the Institute's base at historic Madingley Hall – also available for hire and as a venue for your organisation's training and corporate events – please consult the Madingley Hall website.