



Skills England

Exported on: 01 Oct 2025 09:04




Academic professional - Teaching

Education and early years

Level 7 - Professional Occupation

Working within the higher education (HE) sector delivering higher education teaching

Reference: OCC0477B

Status:  Approved occupation

Average (median) salary: £47,652 per year

SOC 2020 code: 2311 Higher education teaching professionals

SOC 2020 sub unit groups:

2311/00 Higher education teaching professionals

Technical Education Products

A ST0477: Academic professional - Teaching (Level 7) Approved for delivery

Employers involved in creating the standard:



Keele University, Newman University, Imperial College London , University of Nottingham , GSM London, Teesside University, Aston University, UWE Bristol, University of Chichester, Buckinghamshire New University, London South Bank University, University of Winchester , Sheffield Hallam Univh, University of Oxford, University of Hull , University of Exeter, Leeds Trinity University, Durham University, Staffordshire University, Brunel University London, BPP, Southampton Solent University, The University of Sheffield

Summary

Academic Professionals work within the higher education (HE) sector delivering higher education teaching and undertaking research to support the development of knowledge within their discipline. They may work in Universities, Colleges or the Private Sector, in the primary role of developing and sharing knowledge with students, peers and external stakeholders to support advancement of the discipline and the resolution of major challenges. Academic Professionals play an active role in supporting a range of people including students, funders, stakeholders and government to gain insight into their specialist discipline area. Academic Professionals engage in continuing professional development in both their discipline and their pedagogy and make use of appropriate technologies to support the acquisition of knowledge. Academic Professionals will reach full competency in their role through this apprenticeship, taking them from their entry point to employment in higher education to full professional competence, which can be achieved only following extensive training and work experience in both the core elements of the apprenticeship and in a specialist route for either teaching or research. At entry point, individuals have considerable expertise in a particular subject discipline, usually as indicated by the completion of postgraduate level 7 or level 8 qualifications, but still need the substantial training indicated below to acquire full competency as an Academic Professional. The Academic Professional Apprenticeship Standard reflects widely understood professional standards for both the teaching and research routes in higher education and is aligned to the Higher Education Academy's UK Professional Standards Framework and Vitae's Researcher Development Framework. Academic Professionals undertake the core role and follow one of two specialist routes, teaching and supporting learning or undertaking research: Specialist role in Teaching: Specialises in teaching and the support of student learning at undergraduate, postgraduate taught and research levels. Employees in this specialism exceed the core teaching abilities of an Academic Professional by playing a leading role in the development of current learning and teaching practice, pedagogical and assessment methodologies, advanced skill in supporting learning for diverse groups of learners, including those with learning disabilities, delivery of a high level of information literacy and the application of technologies in support of learning, promotion of independent learning skills and other teaching techniques. They will contribute to changes of practice by developing innovative forms of teaching for use with students who are working towards higher-level learning at levels 4 to 8 in the Framework for HE Qualifications in England, Wales and Northern Ireland, ie from HE Certificate to Doctorate level. Specialist role in Research: Has the capacity to operate as a principal investigator, identifying research opportunities, competing for external funding, managing research projects and budgets and creating research outputs. Specialises in research activities, often within a research team addressing major challenges facing the world, or those of public or private funders and commissioners of research. Employees in this specialism exceed the core research abilities of an Academic Professional by playing a leading role in wider research management, oversight and deployment of research-related funding, collaboration with external organisations and dissemination of research outputs. These are competences that reach far beyond the original contribution to knowledge in a defined field which is the prime focus of the research degree held by most academic professionals.

Keywords:

Academic | Academic Professional | Degree | Higher Education | Professional

Knowledge, skills and behaviours (KSBs)

Knowledge 
<https://occupational-maps.skillsengland.education.gov.uk/maps/occupation/OCC0477B/preview>

Knowledge

- K1: A range of teaching, assessment and feedback methods used in higher education to support learning and achievement
- K2: How students learn and how to adapt delivery methods to support a range of students' needs
- K3: How research is conducted, within their own and related disciplines and in inter-disciplinary or trans-disciplinary contexts
- K4: Regulatory, administrative, financial, planning procedures, risk management, quality assurance and quality enhancement, and how they are related to their role in higher education
- K5: Technological processes associated with effectiveness in their role within the HE sector
- K6: Methods for evaluating the effectiveness of academic activities, such as teaching and the quality and impact of research
- K7: How to engage with relevant professional bodies and other external organisations to support their work
- K8: The principles of reflective practice and the methods for applying reflective practice to their own professional development
- K9: Innovative approaches to undertaking their work to create interest, understanding and enthusiasm among their students, funders or stakeholders
- K10: Current subject and pedagogic research which support the development of advanced practice in the learning environment
- K11: Complex information management and advanced digital literacy
- K12: The subject knowledge base and the methods for facilitating learning through engagement with it.
- K13: The application of a wide range of technologies and digital skills in support of teaching and learning
- K14: The methods required to develop curricula, monitor delivery and evaluate course, award and programme design

Skills

- S1: Deliver higher education teaching of high quality through lectures, tutorials, practicals or seminars
- S2: Use varying teaching styles depending on the learning environment and students' needs
- S3: Develop research questions and hypotheses prior to undertaking research in their subject discipline
- S4: Analyse, synthesise and use critical thinking in the conduct of research
- S5: Supervise and mentor students and peers to develop knowledge in their subject discipline
- S6: Implement approaches to academic practice that are informed by equality and diversity
- S7: Communicate orally and in writing and collaborate effectively, to manage people, processes or teams
- S8: Use digital technologies effectively to develop and disseminate knowledge and understanding of subject disciplines
- S9: Share ideas and evidence with students, peers, policy makers and private and public organisations through a variety of channels including publication and teaching

Behaviours

- B1: Ethical, sustainable and inclusive practices and equality of opportunity to a professional standard
- B2: The need to continuously develop their knowledge and insight in relation to career management, responsiveness to opportunities, networking, reputation and esteem
- B3: 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
- B4: The need to consider evidence-informed approaches and the outcomes from research, scholarship and CPD to inform their own professional practice
- B5: The wider context (policy, economic, societal, technological, legal, cultural and environmental) in which higher education operates, recognising the implications for professional practice
- B6: The need to seek opportunities to network, to practise public engagement and to communicate effectively
- B7: The need to be enthusiastic, self-confident, and self-reflective to operate effectively in the role
- B8: The requirement to persevere, have integrity, be prepared to take responsibility, to lead, mentor and supervise.

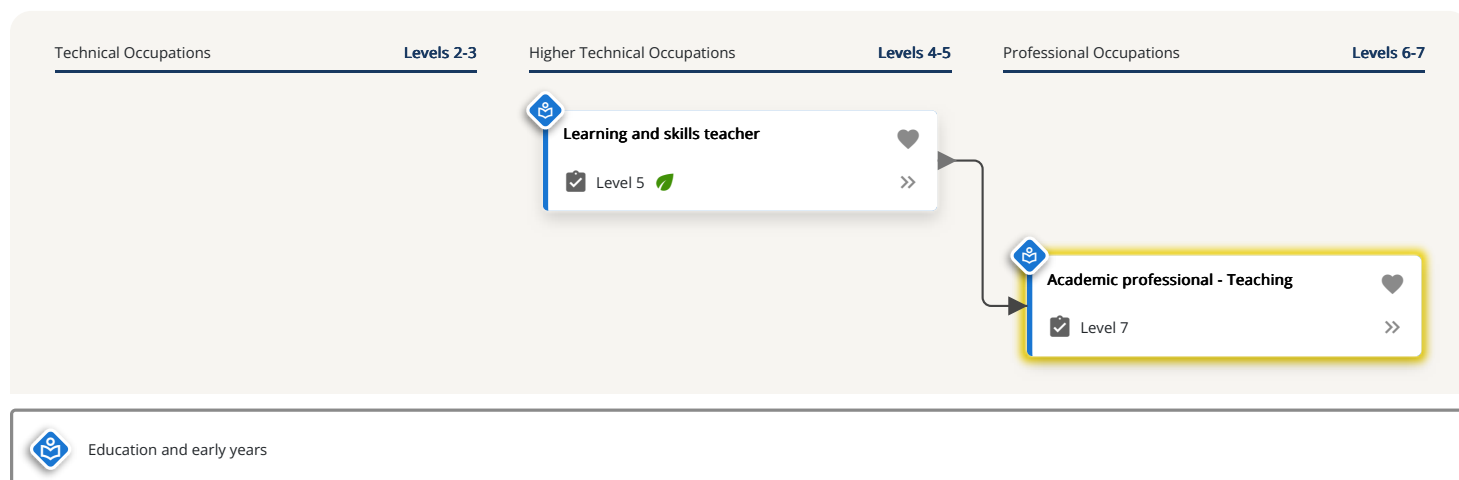
Occupational Progression

This occupational progression map shows technical occupations that have transferable knowledge and skills.

In this map, the focused occupation is highlighted in yellow. The arrows indicate where transferable knowledge and skills exist between two occupations. This map shows some of the strongest progression links between the focused occupation and other occupations.

It is anticipated that individuals would be required to undertake further learning or training to progress to and from occupations. To find out more about an occupation featured in the progression map, including the learning options available, click the occupation.

Progression decisions have been reached by comparing the knowledge and skills statements between occupational standards, combined with individualised learner movement data.



Map Key



Potential occupational standard



Occupational standard in development



Approved occupational standard



Occupational standard without apprenticeship



Custom occupational card



Apprenticeship



T Level



Technical Qualification



Higher Technical Qualification



Career starter apprenticeship



Royal apprenticeship



Occupational progression



Technical education progression



Mid green occupation



Dark green occupation



Favourite occupation

