

ARMS

Australasian Research Management Society

ARMS ACCREDITATION PROGRAM POLICY

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Please note that this is a “live” document which will be updated as new policies are developed by the ARMS Accreditation Council or the Education and Professional Development Committee (EPDC).

TABLE OF CONTENTS

| | |
|---|----|
| 1. ACCREDITATION PROGRAM BACKGROUND AND PURPOSE..... | 3 |
| 2. POST NOMINALS..... | 3 |
| 3. FOUNDATION LEVEL ACCREDITATION PROGRAM (FLAP)..... | 4 |
| 3.1 STEPS REQUIRED TO OBTAINING ACCREDITATION AS AN ARM(F)..... | 4 |
| 3.1.1 ENROLLING IN THE FLAP | 4 |
| 3.1.2 MODULE REGISTRATION FEE | 4 |
| 3.1.3 STEPS..... | 4 |
| 3.1.4 PATHWAYS..... | 5 |
| 3.2 ARM(F) ASSESSMENT REQUIREMENTS | 6 |
| 3.2.1 MODULE ASSESSMENT QUIZES..... | 6 |
| 3.2.2 CASE STUDY ASSESSMENTS | 6 |
| 3.3 COMPOSITION OF CASE STUDY..... | 7 |
| 3.4 SELECTION OF CASE STUDY ASSESSORS..... | 7 |
| 3.5 POST MODULE SURVEY..... | 8 |
| 3.6 RECORDING OF ASSESSMENT RESULTS | 8 |
| 3.7 TIMEFRAME FOR COMPLETION OF THE FOUNDATION LEVEL ACCREDITATION PROGRAM | 8 |
| 3.8 ARMS TRAINING FELLOWS..... | 8 |
| 3.9 DELIVERY OF MODULE MATERIALS..... | 9 |
| 3.10 REVIEW AND UPDATE OF MODULE MATERIAL..... | 10 |
| 3.11 REVIEW AND UPDATE OF MULTIPLE-CHOICE ASSESSMENTS..... | 10 |
| 4. ESTABLISHED LEVEL ACCREDITATION PROGRAM (ELAP) | 11 |
| 4.1 PURPOSE AND SCOPE | 11 |
| 4.2 PROGRAM ELEMENTS | 11 |
| 4.2.1 PROGRAM ELEMENTS FOR INCLUSION IN THE ELAP | 11 |
| 4.2.2 COMPULSARY ELEMENTS OF THE ELAP | 12 |
| 4.3 ENROLLING IN THE ELAP PROGRAM..... | 12 |
| 4.4 ARM(E) REGISTRATION FEES..... | 12 |
| 4.5 ARM(E) ASSESSMENT REQUIREMENTS..... | 12 |
| 4.6 RECORDING OF ASSESSMENT RESULTS FOR ARM(E)s | 13 |
| 5. ADVANCED LEVEL ACCREDITATION PROGRAM (ALAP) | 13 |
| 5.1 WORKPLACE BASED ASSIGNMENT..... | 13 |
| 5.2 ENROLLING IN THE ALAP PROGRAM..... | 14 |
| 5.3 RECORDING OF ASSESSMENT RESULTS FOR ARM(A)s..... | 14 |
| 6. RIGHT TO APPEAL | 15 |
| 7. ACCREDITATION COUNCIL AND ITS INTERFACE WITH THE ARMS BOARD AND STANDING COMMITTEES | 15 |
| 7.1 TERMS OF REFERENCE FOR THE ACCREDITATION COUNCIL | 15 |
| 8.2 ARMS BOARD, ARMS PROFESSIONAL DEVELOPMENT AND EDUCATION COMMITTEE AND ITS INTERACE WITH THE ACCREDITATION COUNCIL | 16 |
| 8. APPENDICES | 17 |
| Appendix A – Current Foundation Level Accreditation Program Module Offerings | 17 |
| Appendix B -- Examples of Pathways to ARMS Accreditation | 18 |
| Appendix C -- Draft Assessment Rubric for Foundation Level Case Study Assessment | 21 |
| Appendix D – Assessment Rubric For Advanced Level Workplace Based Assignment | 23 |

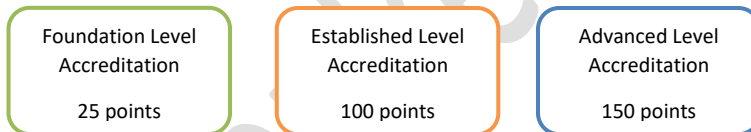
1. ACCREDITATION PROGRAM BACKGROUND AND PURPOSE

A survey of ARMS members in late 2011 identified accreditation and increased professional identity as one of the greatest opportunities facing the profession. Accreditation being a means of providing independent verification of the skills and knowledge of those engaged in research management to both employers and practitioners.

The purpose of this policy document is to provide the framework for the management, maintenance, and delivery of the new ARMS Accreditation Program. In late 2020, ARMS reviewed its current Accreditation Program which included the Foundation and Advanced levels and determined that a points-based accreditation program would best serve its membership.

Accreditation will now be based on points accrued in education and professional development activities with one hour's learning being approximately equivalent to one accreditation point. There are three levels in the ARMS Accreditation Program:

- **The ARMS Foundation Level Accreditation Program (FLAP)**, requiring **25 accreditation points** (hereafter referred to as points);
- **The ARMS Established Level Accreditation Program (ELAP)** requiring attainment of **100 accreditation points**; and
- **The ARMS Advanced Level Accreditation Program (ALAP)** requiring attainment of **150 accreditation points** of which 100 points must be derived from the ELAP, and 50 points must be derived from an assessed workplace-based assignment.



Please note that this is a “live” document which will be updated as new policies are developed by the Accreditation Council or the Education and Professional Development Committee (EPDC).

2. POST NOMINALS

The ARMS Board has approved the use of the following post nominals:

Accredited Research Manager (Foundation) or acronym ARM(F) is designated to individuals that have successfully completed all the assessment requirements for the Foundation Level Accreditation Program as detailed in this document.

Accredited Research Manager (Established) or acronym ARM(E) is designated to individuals that have successfully completed all the requirements for the Established Level Accreditation Program as detailed in this document.

Accredited Research Manager (Advanced) or acronym ARM(A) is designated to individuals that have successfully completed the assessment requirements for the Advanced Level Accreditation Program as detailed in this document.

3. FOUNDATION LEVEL ACCREDITATION PROGRAM (FLAP)

The Foundation Level Accreditation Program (FLAP) is designed for individuals who are either:

- New to research management/administration (less than 5 years);
- Not new to research management/administration but seeking to update their knowledge;
- Those seeking to learn more about research administration; or
- Not new to research management but may be new to a specific element of it – for example, a Grants Officer moving into a specialised Research Ethics role wanting to fast track their research ethics knowledge.

3.1 STEPS REQUIRED TO OBTAINING ACCREDITATION AS AN ARM(F)

3.1.1 ENROLLING IN THE FLAP

There is no formal application process for the Foundation Level Accreditation Program (FLAP). The accreditation process commences when the first module is delivered.

3.1.2 MODULE REGISTRATION FEE

The module registration fee is revised on an annual basis to include CPI increases. The revised fee is endorsed by the ARMS Board. Registrants will be advised of the Society's Cancellation Policy at the time of registration. At time of printing, participation in the case study does not attract an additional fee.

3.1.3 STEPS

There are two steps in obtaining **25 points** for accreditation at the Foundation Level:

Step 1: Successful completion of **five (5) modules of learning** (three (3) compulsory and two (2) electives) and successful completion of the assessment for five (5) modules of learning by multiple choice questions (refer to section 3.2.1 for assessment requirements). Each module has a value of **four (4) points**. A full listing of modules is provided in *Appendix A*. Registrants will be required to select relevant country specific modules from:

- 1.1: The National Research and Innovation System in ... (Australia, New Zealand or Singapore);
- 1.2: Legislation as it Affects Research in ... (Australia, New Zealand or Singapore); and
- 1.3: Understanding Research and Researchers (all regions).

For modules being delivered face-to-face (including virtual deliveries) **attendance is required** for the successful completion of the modules.

Step 2: Successful completion of short answer questions to a case study within twelve (12) months of completing the last module of learning. The case study has a value of **5 points**.

3.1.4 PATHWAYS

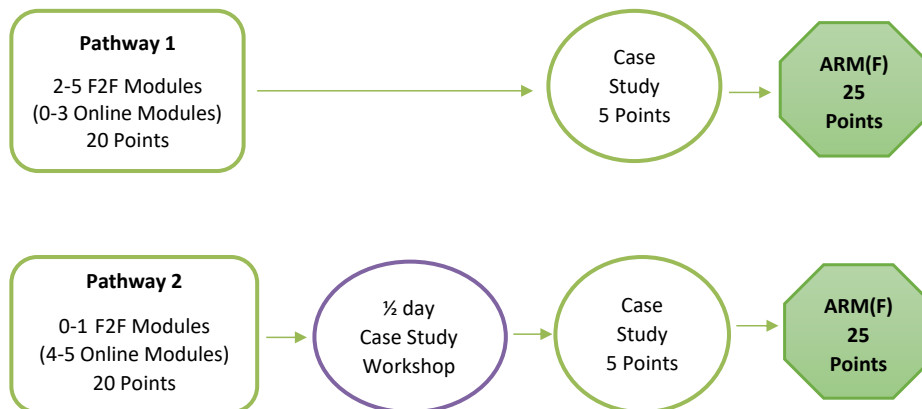
ARMS is in the process of transitioning its Foundation level modules into an online learning platform. This will enhance accessibility of modules, particularly for those in regional or remote areas and will also facilitate self-paced learning. At the same time, many previous Foundation level candidates have commented on the value of peer-to-peer learning through attendance at face-to-face delivery of modules. For the purposes of this program **face-to-face includes modules delivered by ARMS Training Fellows in person and via video conferencing platforms such as Zoom**. The two pathways below are designed to provide for both self-paced and peer-to-peer learning.

Pathway 1: provides for those who complete at least two (2) of the five (5) modules in face-to-face mode (includes video conferencing). Candidates taking this pathway will then be invited by the ARMS Executive office to participate in a case study following the successful completion of the 5th module. This pathway would accrue a total of **25 points** (five modules at 4 points each plus a case study valued at 5 points).

Pathway 2: will be for those who complete one (1) or no (0) modules in face-to-face mode (when a minimum of four online modules is available), i.e., they have accrued **20 points** for successful completion of five (5) modules but had limited opportunity for the peer-to-peer learning component of the program. Candidates taking this pathway option will then attain the remaining **5 case study points** required for completion of the program by attending and participating in a half day face-to-face case study workshop, prior to successfully completing the case study.

These workshops will be facilitated by authorised ARMS Training Fellows with the case study distributed prior to the workshop (without the final case study assessment questions). Workshops will be scheduled at regular intervals to allow candidates to plan timely completion of the case study.

Candidates will still be required to complete the case study for assessment (**5 points**) after the facilitated discussion to ensure understanding of the issues involved. Participants will be expected to submit a question on the case study prior to this workshop to evoke meaningful discussion. In keeping with previous statements video conferencing platforms will be considered equivalent to a face-to-face workshop.



3.2 ARM(F) ASSESSMENT REQUIREMENTS

To obtain ARMS Accreditation as an ARM(F), an individual must fulfil the requirements described in section 3.1. The registrant must successfully complete a multiple-choice assessment quiz for each of the five (5) modules (including two country specific compulsory modules, and compulsory module 1.3: Understanding Research and Researchers; and two electives of the individual's choice – Refer to *Appendix A for full list of modules including new modules under construction*). Following the successful completion of the five (5) modules, an individual must successfully complete a case study assessment.

The multiple-choice assessment requirements are summarised in Section 3.2.1 and the case study assessment is summarised in Section 3.2.2.

3.2.1 MODULE ASSESSMENT QUIZES

Upon completion of each module participants will be required to complete a multiple-choice assessment quiz of up to 20 multiple-choice questions.

Multiple-choice assessment quizzes must typically be completed two weeks after receipt, though variations may apply under extenuating circumstances as determined by the ARMS Executive Office.

Registrants must receive a minimum score of **75% to pass a multiple-choice assessment** (or 15/20 questions).

If a registrant **does not pass a multiple-choice assessment quiz** the first time, she/he will be given an opportunity to re-sit another multiple-choice assessment on the same topic but with different randomly generated questions.

In circumstances where a registrant **does not pass the multiple-choice assessment question set on her/his second attempt**, she/he will be offered mentoring and an opportunity to discuss results of the failed questions with an authorised ARMS Training Fellow. The registrant will then be offered the opportunity to sit the multiple-choice assessment for a **third and final time**.

If the registrant fails the multiple-choice assessment **on her/his third and final attempt**, she/he will be required to either re-attend the workshop (either face-to-face or by virtual means) or complete the program online if this option is available. The participant will not be charged any additional cost.

However, should the registrant fail after her/his fourth attempt she/he will need to register for the module and pay the fee advertised at the time.

3.2.2 CASE STUDY ASSESSMENTS

Upon successful completion of the multiple-choice assessment quiz for the three (3) compulsory and two (2) elective modules (refer to section 3.2.1), the registrant will then be invited to sit and successfully complete a final case study assessment before receiving accreditation as an ARM(F).

There will be **two (2) opportunities** during the calendar year to sit a case study (typically May and October). These periods are subject to change at the discretion of the Accreditation Council and/or the ARMS Executive Office.

Case Study assessments will be reviewed by authorised Case Study Assessors (refer to Section 3.4) on the following basis:

- **Merit Pass** – Awarded to an individual who demonstrated an exceptional understanding of the subject matter and provided responses to the question sets over and above the minimum standard. A Merit Pass is only awarded to the top 10% of registrants.
- **Pass** - Awarded to an individual who demonstrated a comprehensive understanding of the subject matter and provided good responses to the question sets completed.
- **Re-sit Assessment** - Assigned to an individual who did not demonstrate an adequate understanding of the subject matter and provided responses to the questions below the minimum standard. A person with this score will be offered the opportunity to discuss their results with an authorised senior representative of ARMS and to re-sit another case study assessment.

Commented [DW1]: Currently, assessors are requested to provide a score out of 100 and provide a grade of merit pass, pass or re-sit for each case study. Given that a Rubric is now being used is a merit pass awarded for scores over 90%, the top 10% of case studies in a given cohort or only those that have indicated that a merit pass should be awarded noting that some assessors will grade a case study as merit pass at 86% and other at 90%.

Commented [DW2]: Is this a score below 50% or as advised by the assessor?

In the event that an individual fails to pass the case study assessment on their second attempt, it may be necessary to attend and re-sit such modules as the Accreditation Council deems appropriate prior to a third and final attempt.

In the event that an individual fails to pass the assessment a final time, she/he will be required to re-sit all modules including the multiple choice assessments (refer to section 3.2.1) and re-sit another case study (section 3.2.2).

See Appendix C for further details on the Draft Assessment Rubric for the case study assignment.

3.3 COMPOSITION OF CASE STUDY

Registrants will be provided with a case study based on a fictitious plot. This case study is not based on actual events but is designed as a composite of situations that a research manager/administrator may face in the course of their duties. There are no “trick” questions – the case study aims to:

- (a) Draw out the Registrant’s understanding of issues involved in research administration; and
- (b) Ensure that their responses would accord with legislation, guidelines, policy or established practice.

Registrants will be provided with approximately six to ten (6-10) questions (subject to variation) which, as much as possible, take into account the candidate’s national or geographical jurisdiction. Questions consist of both compulsory and elective questions.

Candidates will also be advised to provide brief responses that clearly demonstrate an understanding of the issues involved in each question. It is recommended that one to three paragraphs for each question will be sufficient. There is a maximum word limit of **1500 words** (excluding references) in total for the assessment. An excess word count may jeopardise the review and scoring of the submission.

3.4 SELECTION OF CASE STUDY ASSESSORS

The Accreditation Council has sought the assistance of a number of experienced research management professionals across the sector, typically at the Director of Research Office level (or equivalent) to act as case study assessors. It is the Accreditation Council’s responsibility to identify and endorse all case study assessors.

All authorised case study assessors will be provided with a set of guidelines and instructions which include recommended standard responses to each of the questions in the case study. They will also be required to attend a virtual meeting at the commencement of the assessment period where the questions and answers will be discussed in more detail. This is a quality assurance measure to ensure standard and consistent assessment across all assignments. The results of all case study assessors are collated by the Executive Office, reviewed, and then endorsed by the ARMS Accreditation Council. At least two case study assessors review and score each submission. Should there be any conflicting results, i.e., Pass/Fail or Merit Pass/Pass, a third adjudicating assessor shall be drawn from the pool of approved assessors at the discretion of the Accreditation Council.

Commented [DW3]: This has become nearly impossible to schedule due to the heavy work loads of the assessors.

3.5 POST MODULE SURVEY

Immediately following the delivery of each module workshop, registrants will be asked to complete an anonymous online survey. The feedback from this survey is important in helping to further refine the Foundation Level Accreditation Program.

The ARMS Executive Office will disseminate the survey link to all registrants. The results of the survey will be disseminated to each Training Fellow and further reviewed by the Accreditation Council and any concerns raised are followed up by the ARMS Executive Office.

3.6 RECORDING OF ASSESSMENT RESULTS

The ARMS Executive Office will maintain a register of all module enrolments, amendments and results of the multiple-choice assessment quiz and case study assessments results. Results of quizzes will also be recorded in the Member's portal under **Online Courses** and printable training certificates can be found under **Certificates**.

Commented [DW4]: Recorded in the Aspedia CRM and Moodle. Not separately.

3.7 TIMEFRAME FOR COMPLETION OF THE FOUNDATION LEVEL ACCREDITATION PROGRAM

Modules may be completed over a three (3) year period, commencing from the delivery date of the first module.

Commented [DW5]: This has become increasingly difficult to maintain due to covid-related issues such as reduced funding, workloads and changing positions or employers.

An additional twelve (12) months is permitted to complete the case study assessment. Registrants may only have up to one deferral of the case study assessment over a twelve (12) month period. However, special dispensation may be granted under special circumstances such as parental responsibilities or illness etc. Please consult the ARMS Executive Office for further clarification or to submit a case.

Registrants will be offered two opportunities to sit a case study assessment each year. These are typically in May and October (although subject to change at the discretion of the Accreditation Council and/or the Executive Office). The case study will be assessed by case study assessors (refer to section 3.4) that have been authorised by the Accreditation Council.

3.8 ARMS TRAINING FELLOWS

ARMS Training Fellows are individuals who have been authorised by the Accreditation Council as having the knowledge, experience, and skills to speak authoritatively about a specific module. A list of fellows is available at the **ARMS website**.

To become an ARMS Training Fellow, the individual must have formally responded to a call made by the ARMS Executive Office seeking nominations for this role. The person must have completed an approved nomination form which has been reviewed by the Accreditation Council. The Accreditation Council recommends all new ARMS Training Fellows to the ARMS Board for its endorsement. Appointment conditions for ARMS Training Fellows as approved by the Accreditation Council are as follows:

- ARMS Training Fellows are a select group across the geographical spread of ARMS reach, who have been authorised by the Accreditation Council to deliver material for the approved Foundation Level Accreditation modules;
- The term of each appointment will be two years with renewal for a further term through an approval process as required by the Accreditation Council;
- ARMS Training Fellows must remain “active and financial members” of ARMS during the term of their appointment;
- ARMS Training Fellows must maintain currency in their knowledge of the approved area of delivery;
- ARMS Training Fellows undertake their work on a voluntary basis and are asked to discuss any possible workload implications with their current employer (though expenses incurred in attending workshops for module delivery will be reimbursed);
- ARMS Training Fellows will be required to provide feedback on the review of module materials including the pool of multiple-choice assessment questions; and
- Members of the Accreditation Council are not eligible for appointment as ARMS Training Fellows.

It should also be noted that if a Training Fellow delivers a workshop in either face-to-face or via video conference, she/he will receive (anonymous) feedback from their workshop participants following a post-workshop survey (section 3.5). These results are provided to the Accreditation Council annually for review. In instances where feedback has not been favourable, the results will be discussed with the Training Fellow with a representative from the ARMS Executive Office.

3.9 DELIVERY OF MODULE MATERIALS

Group Learning Approaches – Face-to-Face (in person or via video conference) Module Delivery

When modules are being delivered in person the Executive Office will endeavour to offer programs across the geographical remit of ARMS. Chapter Committees may be asked for support with local delivery of such programs, including room bookings, catering etc.

When modules are being delivered in video conference format, Participants may register to participate across the geographical remit of ARMS.

It is important to note that ARMS Training Fellows will be required to understand the broader context of the ARMS Foundation Level Accreditation Program (FLAP) in addition to the specific content of their module. For this purpose, each ARMS Training Fellow should familiarise themselves with the “**Guide to ARMS Training Fellows**” which is provided to each Training Fellow and made available via the ARMS Executive Office.

Registrants will be provided with a copy of the Body of Knowledge (BoK) ahead of the scheduled delivery date. Each registrant will be instructed by the ARMS Executive Office to review the Body of Knowledge ahead of the scheduled module workshop delivery date as a pre-reading requirement. Where modules are being delivered via video conference, participants may receive additional materials which will help facilitate the management of break-out rooms. Following the delivery of the module, participants will receive by email a copy of the Power Point slides and a link to the multiple-choice quiz.

Modules incorporate considerable group work and interaction and thus will be offered in person, where possible. However, under the current post-COVID-19 environment, the Accreditation Council has permitted modules to be delivered via video conference; typically Zoom, capping registrations at 16 to 20 (module dependant) persons. No minimum number of participants has been set, though

modules generally will not be delivered in video conference mode to groups of under four persons. Module delivery times may vary slightly, but as a general rule are expected to take between 3.5 to 4 hours to deliver.

Modules delivered in person shall comprise of up to 30 participants, with a minimum requirement of 8 participants. Though this may be varied by discussion with the ARMS Training Fellow presenting the module workshop. It is essential that Registrants read the Body of Knowledge for the module prior to attending the workshop so that they can contribute effectively to group discussions. It is also necessary for Registrants to read the Body of Knowledge (BOK) for each module undertaken as the ARMS Training Fellow may not be able to cover all material in depth during the 3.5-hour workshop.

Registrants should not assume that all assessable material will be covered during the in-person or video conference style workshops.

Online (Moodle) Module Delivery

ARMS has converted all compulsory modules into online learning modules using the Moodle platform. This online learning management system (LMS) allows participants to independently learn at a self-paced rate, and participants can register for the modules via the ARMS website. Upon successful registration and payment for the module, participants will receive a confirmation registration email from ARMS. A link to the online module will then be available within the participant's ARMS member portal. The module quiz can be attempted once the online module is completed. It is expected that further modules will be progressively added to the online platform and candidates may eventually be able to complete the five (5) modules required for Foundation Level accreditation via this online platform. Note however the requirement for some peer-to-peer interaction as outlined in section 3.1.4 above.

[Training Fellow Remuneration to be added](#)

3.10 REVIEW AND UPDATE OF MODULE MATERIAL

The Accreditation Council has recommended that all module materials (Body of Knowledge, power point presentations and quiz questions) be updated at regular intervals as determined.

The Accreditation Council is responsible for assessing all revisions to these materials.

3.11 REVIEW AND UPDATE OF MULTIPLE-CHOICE ASSESSMENTS

From time to time, ARMS Training Fellows will be asked to provide additional questions and answers, in addition to those provided by the module developers in order to extend and refresh the pool of questions offered as part of this assessment. The Accreditation Council considers that each module should be supported by a bank of approximately 100 + multiple choice questions.

4. ESTABLISHED LEVEL ACCREDITATION PROGRAM (ELAP)

4.1 PURPOSE AND SCOPE

The **Established Level Accreditation Program (ELAP)** replaces the previous ARMS Advanced Level Accreditation Program (ALAP) and is designed for mid to senior Research Management Professionals who wish to enhance their leadership, management, and content skills to become more effective research leaders in the rapidly evolving research and innovation sector. The program comprises of a mix of taught material, group discussions and written assignments. Successful conclusion of the program occurs when candidates have attained **100 points** which then allows participants to be designated Accredited Research Manager (Established) or ARM(E) (refer to section 2 of this policy).

The Established Level Accreditation Program is typically designed for:

- Mid to senior level Research Managers who have worked in the sector for 5 or more years.
- Senior academics and professional staff who are transitioning into a senior Research Management role.

4.2 PROGRAM ELEMENTS

The Established Level Accreditation Program recognizes the many distinct roles in research management and that whilst there will be some common knowledge required across the different roles, that there will also be much knowledge that is specific to specific roles. The ELAP is therefore designed to allow maximum flexibility for candidates to achieve the **100 points** required for the program. A major change from the previous Advanced Level Accreditation Program (ALAP) is that candidates are no longer required to enrol in cohorts.

Candidates may select from a very wide range of ARMS professional development offerings to achieve their required **100 points** with the following provisos:

- To be eligible for the ELAP, candidates must have either previously completed the Foundation Level Accreditation Program or alternatively been assessed as eligible based on previous experience. Applications for the program will be made available on the ARMS website. This form also serves as the application form to commence the ELAP. There is no charge or processing fee associated with application. Further details of the application process are given below.
- Once a candidate's application is accepted, they have a maximum three-year period to attain the **100 points** required for successful completion of the program.
- Whilst candidates may select from the full range of ARMS programs to attain their **100 points**, a minimum of **75 points** must be from assessed ARMS programs. Candidates may also accumulate up to **25 points** from non-ARMS programs. Each ARMS program will identify its points value, whether it is assessed or not assessed, and if an assessed component, identify the assessment mechanism.
- Completion of the Leadership, Management and Strategic Thinking element and two of the one day electives are compulsory programs for graduation from the Established Level accreditation program.

4.2.1 PROGRAM ELEMENTS FOR INCLUSION IN THE ELAP

A full list of programs eligible for the Established Level Accreditation program will be maintained and regularly updated on the ARMS website. The programs below are examples of eligible programs.

4.2.2 COMPULSARY ELEMENTS OF THE ELAP

- a) **Leadership, Management and Strategic Thinking** - A comprehensive Group Learning (equivalent to two and a half days contact) workshop which focuses on leadership, management, and strategic thinking skills. This program is assessed and has a value of twenty **(20) points**.
- b) **Two electives** - (equivalent to one day contact) from a selection of specialist areas providing deeper knowledge of the topic chosen and implementation of a research management setting. **Each elective** is assessed by an authorized Service Provider and has a value of eight **(8) points**. A list of electives is available on the ARMS website.

ARMS offers a variety of other non-compulsory programs, both assessed and non-assessed, which can be used for this accreditation program. Details can be found on the ARMS website.

4.3 ENROLLING IN THE ELAP PROGRAM

To enrol in this ELAP program, registrants must first respond to a call for Expressions of Interest (EOI) which is made 1-2 times a year by the ARMS Executive Office by completion of a form available on the ARMS website. As there is a considerable commitment expected of all participants, it is essential that the individual has the relevant background and experience to complete the program and can commit the level of time required for each element of this program. The individual will also require the endorsement of her/his direct line manager.

All EOIs are reviewed by a sub-committee of the ARMS Accreditation Council. All EOIs will be formally acknowledged by the Executive Office. If an EOI has been approved by the sub-committee, the Executive Office will write formally to the individual, clearly articulating the terms and conditions associated with this program and re-iterating the time commitments necessary for its successful completion.

If the **EOI has not been approved** by the sub-committee, the Executive Office will write to the individual stating that the applicant did not have the relevant skills and experience necessary for successful completion of this program.

ELAP participants will be granted three (3) years to successfully complete the program.

4.4 ARM(E) REGISTRATION FEES

Whilst there is no fee for applying to join the ELAP, each element contributing to the **100 points** may have a separate charge. Fees will be advertised with each element.

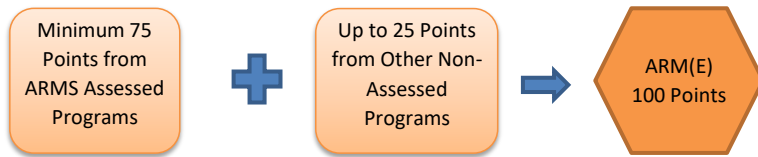
Fees are revised on an annual basis to include CPI increases. The revised fees are endorsed by the ARMS Board. Registrants will be advised of the Society's Cancellation Policy at the time of registration.

4.5 ARM(E) ASSESSMENT REQUIREMENTS

To successfully complete this program leading to accreditation at the Established Level participants must complete **100 points** of activity over a three-year period including completion of any mandatory programs. A minimum of **75 points** must be completed in ARMS assessed programs. Assessment methods will vary between programs with some requiring written assignments and others being

assessed on/during participation. The assessment mechanism for each program will be specified in the program description.

Appendix B contains examples or avatars of pathways to Foundation Level and Established Level accreditation.



4.6 RECORDING OF ASSESSMENT RESULTS FOR ARM(E)s

The ARMS Executive Office will maintain a register of each candidate's points including all module enrolments, amendments, results of multiple-choice assessments, case study assessments, other assessed and non-assessed programs, or Professional Development offerings.

5. ADVANCED LEVEL ACCREDITATION PROGRAM (ALAP)

Accreditation at the Advanced Level is the highest level of accreditation offered by ARMS. It indicates that graduates are both knowledgeable in their research management role and skilled in applying research management principles in their workplace. Attaining the Advanced Level Accreditation allows graduates to use the post-nominal ARM(A). It is awarded to candidates who attain **150 points** through professional development programs including **100 ELAP points** and an additional **50 points** from a capstone workplace-based assignment.

5.1 WORKPLACE BASED ASSIGNMENT

The workplace-based assignment is a written body of work based on an agreed project/activity in the participant's workplace. It may be a freestanding work purely for the purpose of the Accreditation Program, or more beneficially, it may also be a document produced for consideration within the participant's institutional research governance structures. Candidates may also be required to present their project at a relevant ARMS meeting, i.e., a Chapter meeting or at the Annual Conference.

The project will be agreed with the ARMS Accreditation Council prior to commencement and may comprise an individual project or a group project. Whilst the workplace assignment can be completed at any time during the candidate's enrolment it is not able to be submitted till the candidate has completed the **100 points** required under the ELAP program.

The workplace-based assignment is expected to be a significant body of work approximately 5,000-10,000 words and will be assessed by reviewers approved by the Accreditation Council.

Examples of workplace projects include, but are not limited to:

- Development and/or review of strategies to support research at the participant's institution;
- A review of institutional, national and or international practice in a specific area of research management, design; or

- Implementation of a workplace change activity.

Assessment of this assignment will be against broad criteria including the:

- Significance of the work within the candidate’s workplace;
- Quality of contextual discussion for the work; and
- Attention paid to how this body of work could be/is being implemented within the candidate’s organisation.

See Appendix D for further details on the Assessment Rubric for the workplace-based assignment.

5.2 ENROLLING IN THE ALAP PROGRAM

To enrol in this ALAP program, registrants must contact the ARMS Executive office to lodge an Expressions of Interest (EOI).

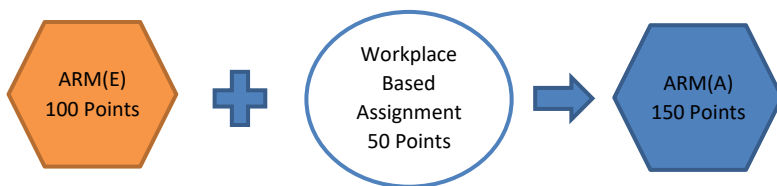
All EOIs are reviewed by a sub-committee of the ARMS Accreditation Council. All EOIs will be formally acknowledged by the Executive Office. If an EOI has been approved by the sub-committee, the Executive Office will write formally to the individual, clearly articulating the terms and conditions associated with this program and re-iterating the time commitments necessary for its successful completion.

If the **EOI has not been approved** by the sub-committee, the Executive Office will write to the individual stating that the applicant did not have the relevant skills and experience necessary for successful completion of this program.

ALAP participants will be granted one (1) year to successfully complete the program.

5.3 RECORDING OF ASSESSMENT RESULTS FOR ARM(A)s

The ARMS Executive Office will maintain a register of each candidate’s points including all module enrolments, amendments, results of multiple-choice assessments, case study assessments, other assessed and non-assessed programs or Professional Development offerings and the workplace-based assignment.



6. RIGHT TO APPEAL

Registrants will be given the right to appeal the decision of the Accreditation Council but only against administrative process issues. In such cases the appeal will be referred to an independent assessor agreed between the parties.

7. ACCREDITATION COUNCIL AND ITS INTERFACE WITH THE ARMS BOARD AND STANDING COMMITTEES

The Accreditation Council plays an important role in the accreditation process, overseeing quality standards of module content and delivery agents and providing a measure of independence from the ARMS Executive over accreditation recommendations. A list of members is available at [the ARMS website](#).

7.1 TERMS OF REFERENCE FOR THE ACCREDITATION COUNCIL

The Council's **Terms of Reference** include:

1. To recommend accreditation status to the ARMS Board for those persons who have completed requirements for certification at Foundation or Advanced levels of accreditation.
2. To monitor and review content of educational modules provided by ARMS and provide advice to the ARMS Board on changes required to ensure currency and usefulness to those engaged in research management.
3. To provide advice to the ARMS Board and the Education and Professional Development Committee on development of new modules and new market groups for ARMS educational programs.
4. To provide ongoing advice to the ARMS Board on the design, content and assessment processes supporting accreditation such that accreditation programs and mechanisms will reflect contemporary best practice.
5. To assess research management related workshops, programs of activity or other education/training meetings, offered within institutions or by other educational providers, and recommend an appropriate credit for the purposes of ARMS Continuing Professional Development (CPD) hours.
6. To provide strategic advice to the ARMS Board on any other matters relating to the professional development and continuing education of research management and administration professionals.
7. The Accreditation Council reserves the right to co-opt additional members as may be needed from time to time to fulfil its purpose.

Membership comprises:

| |
|--|
| A person who served in the position of Pro or Deputy Vice Chancellor (Research). |
| A Person who served in the position of Director of a University Research Office. |
| A Board member of ARMS. Ideally, this is likely to be the President. |
| A member who has served in the position of General Manager/Chief Operating Officer of an Independent Medical Research Institute. |

| |
|---|
| Two members from key Australian Agencies and/or Organisations involved in the research and innovation system, including but not limited to CSIRO, ARC, NHMRC, the CRC Associations. |
| A member drawn from key New Zealand agencies involved in research and innovation. |
| A member drawn from key Singaporean agencies involved in research and innovation. |

8.2 ARMS BOARD, ARMS PROFESSIONAL DEVELOPMENT AND EDUCATION COMMITTEE AND ITS INTERACE WITH THE ACCREDITATION COUNCIL

There are currently three main committees within the accreditation process – the ARMS Executive, the Accreditation Council, and the Professional Development & Accreditation Committee (EPDC). The following sets out the roles and responsibilities of each of the three committees.

The ARMS Board – Responsible for:

- The financial viability and overall operations of the accreditation program;
- Approving membership of the Accreditation Council;
- The marketing of accreditation programs (through subcommittees and executive office support);
- Development of new modules and programs within the accreditation program after reviewing a business case, and
- Quality and standards of module material delivery.

The Accreditation Council (also refer to ToR in this document) – Responsible for:

- Quality and standards of module material (including review of existing material and new module materials);
- Quality and standards of assessment material, process, and outcomes; and
- Decisions concerning events on the CPD register and equivalence of training for CPD hours.

The Education and Professional Development Committee - Responsible for:

- Identifying and developing international best-practice professional development opportunities, including sourcing programs from sister societies and other education and training providers.
- Overseeing the implementation of the Society’s own Accreditation programs, recognising that the quality of content, delivery and assessment of these programs is the responsibility of the Accreditation Council.
- Working with Members Services Committee on the delivery of appropriate professional development opportunities at the Chapter level.
- Assisting the Member Services Committee to deliver the Society’s mentoring activities, where possible.

8. APPENDICES

APPENDIX A – CURRENT FOUNDATION LEVEL ACCREDITATION PROGRAM MODULE OFFERINGS

The following Foundation Level Accreditation Modules are currently available for delivery:

| Module | Full Name |
|---|--|
| Contextual Knowledge: <i>Has a contextual understanding of the research and research training sector of the relevant county</i> | |
| Module 1.1-Aus | Module 1.1-Aus: National Research and Innovation System in Australia (compulsory) |
| Module 1.1-NZ | Module 1.1-NZ: National Research and Innovation System in New Zealand (compulsory) |
| Module 1.1-Sing | Module 1.1-Sing: National Research and Innovation System in Singapore (compulsory) |
| Module 1.2-Aus | Module 1.2-Aus: Legislation as it Affects Research in Australia (compulsory) |
| Module 1.2-NZ | Module 1.2-NZ: Legislation as it Affects Research in New Zealand (compulsory) |
| Module 1.2-Sing | Module 1.2-Sing: Legislation as it Affects Research in Singapore (compulsory) |
| Module 1.3 | Module 1.3: The Research Ecosystem and the Role of Research Management Professionals (rebranded in June 2025) (compulsory) |
| The research funding cycle: <i>Understands and effectively manages the research funding cycle from inception to project closure</i> | |
| Module 2.1 | Module 2.1: Pre-Award Grant Processes (elective) |
| Module 2.2 | Module 2.2: Post Award Grant Processes (elective) |
| Module 2.3 | Module 2.3: Research Finance (elective) |
| Module 2.4 | Module 2.4: Navigating Agreements (elective) |
| HDR candidature cycle: <i>Understands and effectively manages the HDR candidature cycle from inquiry to graduation</i> | |
| Module 3.1 | Module 3.1: Higher Degree by Research Scholarships (elective) |
| Module 3.2 | Module 3.2: Higher Degree by Research International Partnerships (elective) |
| Module 3.3 | Module 3.3: Higher Degree by Research Candidature Management (elective) |
| Module 3.4 | Module 3.4: Higher Degree by Research Admissions and Completions (elective) |
| Ethics and integrity: <i>Understands and provides effective support to ethics and integrity committees and processes</i> | |
| Module 4.1 | Module 4.1: Research Ethics – human and animal (elective) |
| Module 4.2 | Module 4.2: Research Integrity (elective) |
| Data and Information management: <i>Collects and collates data to enable institutional and external reports</i> | |
| Module 5.1 | Module 5.1: Research Information and Reporting (elective) |
| Engagement and impact: <i>Supports researchers in engagement activities with external end-users. Streamlines engagement with end-users</i> | |
| Module 6.1 | Module 6.1: Working with Industry (elective) |

APPENDIX B -- EXAMPLES OF PATHWAYS TO ARMS ACCREDITATION

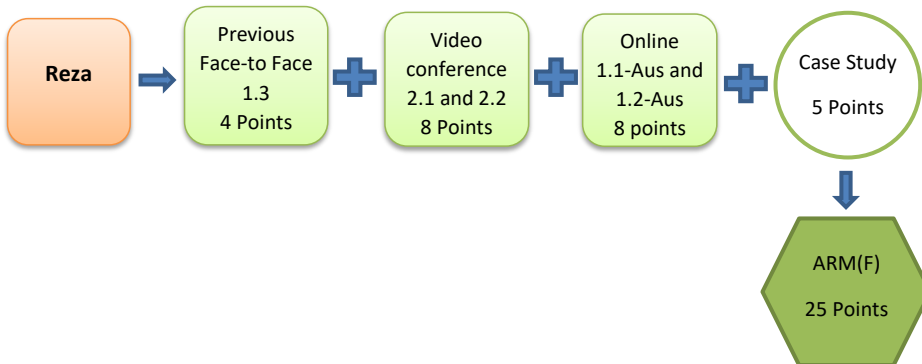
Foundation Level Accreditation

Requirements: 25 points made up of five completed modules (including three compulsory modules) with a minimum pass mark of 75% per module and a completed case study. Each successfully completed module is worth four points and the successfully completed case study is worth five points. As well as completing these requirements there is a requirement for all candidates to participate in some program elements that encourage peer-to-peer interaction. Normally this would be satisfied by attending modules delivered in face-to-face mode where peer-to-peer interaction is encouraged. Modules delivered via video conference also satisfy this requirement.

Example 1: Reza has been in the Research Office for 18 months and is keen to complete his ARMS Foundation level accreditation. He completed one compulsory module (Module 1.3, Understanding Research and Researchers) when an ARMS Training Fellow delivered it face-to-face at his university 12 months ago. He has examined the ARMS calendar for module delivery and sees that Modules 2.1 (Pre-Award) and 2.2 (Post-Award) are being delivered via video conference in the next two months, however he cannot see the remaining two compulsory modules scheduled for delivery (Module 1.1, National Overview of the Research and Innovation System and Module 1.2 Legislation as it Applies to Research). What are his options?

Reza needs to successfully complete five modules before he can sit his case study. The compulsory modules (1.1 and 1.2) that he must complete are available in the ARMS online platform so he can complete these by registering with the ARMS Administrative Officer. He can also register for the Pre-award and Post-Award modules being delivered via video conference. Should he successfully complete these modules then he will have gained 20 points towards his Foundation Level accreditation (five modules at four points each) and hence is eligible to sit the case study (worth five points) to gain his total of 25 points.

His one module attended face-to-face, and his two modules attended via video conference will satisfy the peer-to-peer requirements of the program and so he can complete his case study individually. If Reza had completed four or five modules online, then he would be required to participate in a half day workshop (face-to-face or video conference) discussing the case study to satisfy the peer-to-peer learning elements.



Established Level Accreditation

Requirements: Candidates are required to complete 100 points of education and professional development programs to successfully attain Established Level accreditation. A minimum of 75 points must be in assessed programs. Programs, their points value and their assessment status or requirements are available on the ARMS website.

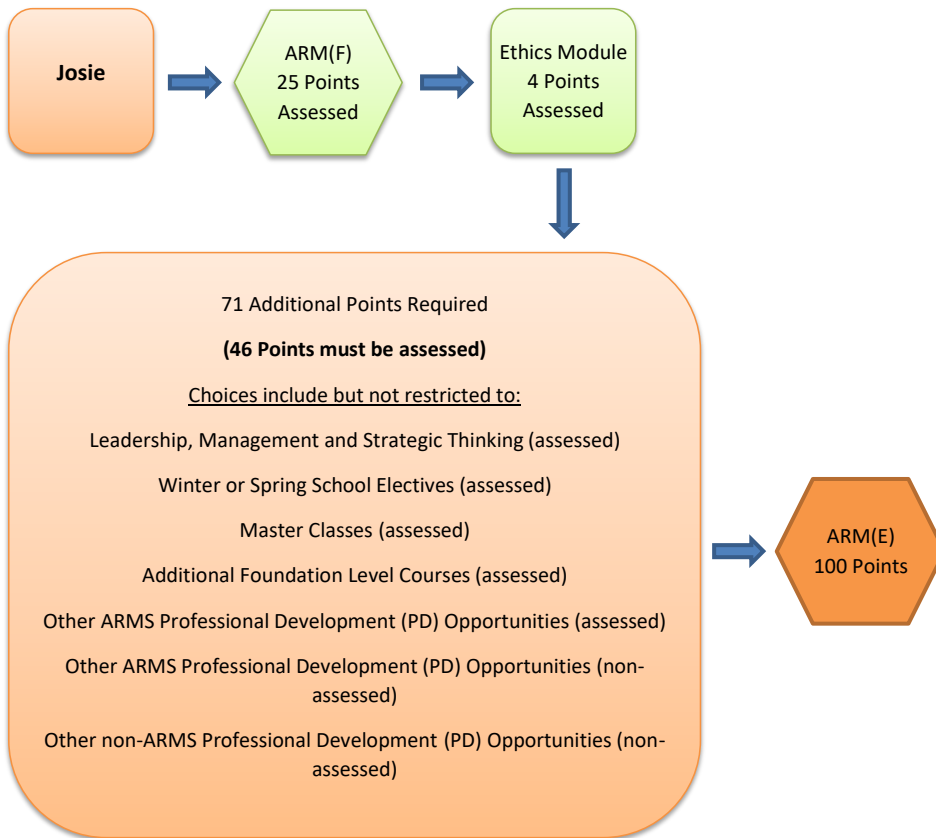
Example 1: Josie has been in research management for just under four years now. She started in the Graduate School for three years and has been in the ethics team for the last 12 months. Their Office has just been restructured (again) and her Director wants her to take on a supervisor role over a combined Grants and Ethics Unit. This is quite a promotion with her new role encompassing supervision of staff with responsibilities in research development, pre-award, and post-award activities. The Unit will also be required to interact with the Finance Department and other central administration units. Josie has previously completed the ARMS Foundation Level accreditation program of three compulsory modules and two elective modules – these two elective modules were part of the Higher Degree by Research module suite. She also completed the Foundation level module on ethics when she started her ethics role. Josie’s Director has recommended that she complete the ARMS Established Level accreditation program to equip her for this new role. What are her options?

Josie is starting from a base of 29 points (25 points from her completed Foundation Level program and another 4 points for the more recently completed Ethics module). All these elements were assessed so she requires another 71 points to attain her Established Level accreditation of which a minimum of 46 additional points must be in assessed elements ($75-29 = 46$ points). Josie has a range of options to choose from which could include:

- A two-and-a-half-day ARMS workshop on Leadership, Management and Strategic Thinking (20 points)
- One day electives from a selection of specialist areas providing deeper knowledge of the chosen topic and implementation of a research management setting. Each elective is assessed and has a value of eight points.
 - Understanding International Research Funding
 - Assessing the societal benefit of research
 - Development of institutional research talent
 - Advanced Clinical Research Management
 - Business Process Improvement in Research Management
 - Data Driven Research Improvement
 - Managing Complex Strategic Partnerships
- Peer to peer hot topic discussions
- Master Classes

In addition, Josie could also choose further modules from the range of 20 Foundation Level elective modules covering topics such as Project Management, Research Finance, Research Integrity etc. – each is assessed and carries a value of four points.

Josie’s participation in numerous other ARMS professional development activities such as PD Sessions @ Zoom may also qualify for the non-assessed component of this program.



APPENDIX C -- DRAFT ASSESSMENT RUBRIC FOR FOUNDATION LEVEL CASE STUDY ASSESSMENT

| Criteria | Weighting | Required standard not met (Re-sit) | Met required standard (Pass) | Exceeded standard (Merit Pass) | Weighted score |
|--|-----------|---|--|---|----------------|
| Understanding of issues involved | 50% | Overall, the responses to the case study questions are poorly explained and not easily understood. | Overall, the responses to the case study questions are clear and understandable. | Overall, the responses to the case study questions are very well explained. | |
| Analysis and resolution of the issue in accordance with legislation, guidelines, policy or established practice. | 40% | Overall, the candidate has not analysed the case study very well failed to apply relevant legislation, guidelines, policies, or practices in their response to the questions. | Overall, the candidate has a good understanding of the issues and clearly demonstrated the application of relevant legislation, guidelines, policies, and established practices in their responses to the questions. | Overall, the candidate has an advanced understanding of the issues and clearly demonstrated the application of relevant legislation, guidelines, policies, and established practices in their responses to the questions. | |
| Overall presentation (clarity, word limit, layout) | 10% | The responses to the case study are difficult to follow and do not conform to the required word limits. | The responses to the case study are well presented, clear and conform to the required word limits. | The responses to the case study demonstrate that the individual has an advanced understanding of the issues and has conformed to the required word limits. | |
| Final Score | | | | | |

How to use the SCORING RUBRIC:

Case study reviewers should provide one of the following three grades:

- **A Merit Pass** – Awarded to an individual who demonstrated an exceptional understanding of the subject matter and provided responses to the question sets over and above the minimum standard. A Merit Pass is typically awarded to the top 10% of candidates.
- **A Pass** - Awarded to an individual who demonstrated a comprehensive understanding of the subject matter and provided good responses to the question sets completed. Normally a Pass assessment would be made on the balance of all questions rather than requiring each question to be answered

Commented [DW6]: What defined the top 10%?

correctly. However, once again, case study reviewers should exercise their own judgement, e.g. an obviously incorrect answer to one question which contravenes legislation may be enough in some circumstances for a candidate to fail an overall assessment. In other cases, incorrect answers may not be as severe and may have a lesser effect on the overall grade.

- **A Re-sit** - Assigned to an individual who did not demonstrate an adequate understanding of the subject matter and provided responses to the question sets below the minimum standard. A person with this score will be offered the opportunity to discuss their results with the ARMS Accreditation Program Manager and to re-sit another case study assessment.

Under Review

APPENDIX D – ASSESSMENT RUBRIC FOR ADVANCED LEVEL WORKPLACE BASED ASSIGNMENT

| Criteria | Weighting | Required standard not met (Fail) | Met required standard (Pass) | Exceeded standard (Merit Pass) | Weighted score |
|--|-----------|--|--|--|----------------|
| Explanation of issue(s) | 10% | The workplace issue is poorly explained or not easily understood. | The workplace issue is clearly explained and understandable. | The workplace issue is well explained and clearly understood. | |
| Relevance to the workplace | 20% | The project is not relevant to the candidate's workplace. | The project is relevant to the candidate's workplace. | The project is directly relevant to the candidate's workplace | |
| Analysis and resolution of the issue | 40% | The identified workplace issue has not been well analysed and remains unresolved in the workplace. | The workplace issue has been analysed and is resolved or will lead to resolution in the workplace. | The workplace issue has been well analysed and resolved in the workplace. | |
| Outcome in the workplace | 20% | The resolution has not been implemented in the workplace and there is little likelihood of its implementation. | The resolution has been implemented in the workplace or there are plans for its implementation or it has been considered and a decision made not to implement the resolution | The resolution has been implemented in the workplace and improvements are evident. | |
| Overall presentation (clarity, word limit, layout) | 10% | The assignment is not well presented, difficult to follow and does not conform to the required word limits. | The assignment is well presented, clear and conforms to required word limits. | The assignment is a delight to read and conforms to required word limits. | |
| Final Score | | | | | |

Use of the scoring rubric

Generally:

- **A Fail** would attract less than 50% of the weighted score (i.e. less than 5 points for criteria where weighting is 10; less than 10 points for criteria where weighting is 20 etc).
- **A Pass** would attract between 50%-75% of the weighted score for each criterion (i.e., 5-7.5 points for criteria where weighting is 10, 10-15 points for criteria where weighting is 20 etc).
- **A Merit Pass** would attract greater than 75% for the weighted criteria (i.e. at least 7.5 or higher for criteria where weighting is 10, at least 15 or higher for criteria where weighting is 20 etc).