

4.4 WORKPLACE ASSIGNMENT

A major objective of this program is the production of a written workplace based assignment demonstrating an understanding of the principles taught during the program (particularly Element 1).

The workplace 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. 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.

Participants will be expected to discuss their workplace assignment at scheduled group moderated sessions (Element 3), outlining progress made, issues faced in progressing the project and steps taken to implement activity.

The 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.

4.5 RECORDING OF ASSESSMENT RESULTS FOR ARM(A)s

The ARMS Executive Office will maintain a register of all module enrolments, amendments and results of assessments .

4.6 TIMEFRAME FOR COMPLETION OF MODULES

All elements of the Advanced Level Accreditation Program must be completed over a minimum eight (8) month period. However, under extenuating circumstances (i.e. change of employer or job role, unprecedented career interruptions such as child bearing or ill health) the Accreditation Council will permit further extensions of up to 12 months to complete any outstanding element of the program. Participants are instructed to contact the ARMS Executive Office to discuss their individual circumstances.

4.7 ARMS WINTER SCHOOL

ARMS will make available electives offered under Element 2 to the broader ARMS membership as part of its annual ARMS Winter School. Those that have registered to attend an elective but are not part of an approved Advanced Level Accreditation Program cohort, **may be** able to obtain credit for completed electives (i.e. electives where the participant has

attended in person and has successfully completed the assessment requirements for the elective in accordance with this policy). Credit is also permitted within a two year period from the date of registration of the first elective.

5. MAINTAINING ACCREDITATION – CONTINUING PROFESSIONAL EDUCATION (CPE) FOR ARMAS AND ARMFS

Continuing Professional Education (CPE) helps those accredited, i.e. ARMFs and ARMAs to:

- Maintain relevant knowledge;
- Develop and implement research management practices in their workplaces;
- Develop their career; and
- Be an example or mentor to other research management professionals in their workplace.

It is a mandatory requirement for those Accredited as ARMAs and ARMFs (Accredited members) to complete CPE activities. CPE is regarded as an integral part of the professional occupation and being an Accredited member generally implies a commitment to updating and furthering one's education and skills in research management.

Accredited members will be expected to complete a minimum of **60 hours of CPE over each three year period following accreditation**. Activities and events should align to the research management profession, examples include but are not limited to the following:

- Formal postgraduate study and other tertiary courses relevant to research administration and/or management not undertaken as part of a degree course;
- Conference attendance, workshops, seminars and other similar activities delivered or facilitated by recognised practitioners in the field of research management – Note that the maximum for any conference attendance relevant to the profession shall be capped at 7 hours per day;
- Learning activities in the workplace which enhance research management knowledge or skills;
- Service to ARMS, sister societies or other similar bodies up to a maximum of 30 hours over a three year period;
- Preparation and/or presentation of courses, talks and other material at research management workshops and conferences;
- Any other structured activities not covered by the above but which satisfy the objectives of these Guidelines.

Special Notes:

If an ARMF chooses to undertake an elective as part of the ARMS Annual Winter School offerings (electives that also form part of the Advanced Level Accreditation Program), claims for CPE hours for undertaking these elective will be acceptable CPE for an ARMF.

If an ARMF is enrolled in the Advanced Level Accreditation Program, this person will not be able to claim the hours they have spent in undertaking the Advanced Level Accreditation Program as CPE hours for ARMFs. Conversely, an ARMA will not be able to claim CPE hours for ARMA requirements if that individual undertakes the Foundation Level Accreditation Program.

However, if an ARMA decides to undertake a stand-alone Foundation Level module for professional development purposes, then she/he will be able to claim the ARMA CPE hours.

5.1 Logging CPE Hours

Accredited members wishing to claim hours of CPE may do so at any time via completion of the CPE Claim function via the ARMS Portal. Hours may be logged in half hour units. The onus is on the accredited member to demonstrate that an activity undertaken is relevant to the research management profession. Activities considered to be irrelevant by the CPE Assessment Group **will not be accepted**.

5.2 Auditing of CPE Hours

A sub-committee of the ARMS Accreditation Council (CPE Assessment Group) will meet quarterly to review CPE hours logged to ensure that they comply with the guidelines under section 5 of this policy. Any documentation relating to CPE claims must be retained by the individual for a twelve month period. Verification of attendance is managed through the ARMS portal.

5.3 Grace Period for CPE

A grace period of 6 months will be granted to ARMAs and ARMFs who have not been able to meet the minimum threshold of minimum of 60 hours of CPE over each three year period following accreditation. After this period lapses, the registrant will be required to re-sit their country specific National Research and Innovation System module and complete the multiple choice assessment and pay the advertised workshop fee. The CPE will then be reset to commence a new three (3) year cycle. **Note that CPE will be hours will be pro-rated for registrants that work fractional time.**

5.4 CAREER BREAKS AND CPE

There may be extenuating circumstances where ARMAs and ARMFs are unable to complete the requirements for CPE, i.e. 60 hours of CPE over each three year period following accreditation. Examples of situations where it might not be possible to meet these requirements include, but are not limited to the following: illness, disability, career break, family responsibilities, including maternity/carers'/paternity leave). In these types of circumstances, the CPE Assessment Group will consider each individual case and deduct the period of interruption to complete the minimum CPE requirements.

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.

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 Education (CPE) hours.
7. 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.
8. 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
An ARMS Board. 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 Association
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

7.2 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;
- Decisions concerning events on the CPE register and equivalence of training for CPE 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.
- Full Terms of Reference are available at <https://researchmanagement.org.au/content/about-arms/arms-policies/arms-policies1>

ATTACHMENTS

Attachment A – Foundation Level Accreditation Program module offerings

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

COMPULSORY MODULES

The National Research and Innovation System in the country of choice: Covering the role of government, business, and higher education in the national research and innovation system; funding mechanisms; Codes and current issues.

Legislation as it affects research in the country of choice: covering the most common legislative framework affecting research.

Understanding Research and Researchers: The only “soft skills” module in the Foundation level program. Covers models of research, what drives researchers, how to understand and relate to researchers.

ELECTIVE MODULES

Research Ethics: Covering the legislative and regulatory obligations associated with human and animal ethics and the role of ethics administrators in supporting compliance.

Research Integrity: Covering the emerging international Responsible Conduct of Research Codes and examining institutional requirements of education, implementation, compliance and monitoring.

Pre-Award Grants Processes: Looking at the role of research administrators in pre-award grant processes, grants development programs, supporting researchers, and ‘grantsmanship’

Post-Award Processes: Financial management and reporting requirements, institutional systems to support effective post award grants management, central vs devolved models, mechanisms for interaction with finance units, faculties, researchers and funders, IT support systems.

Research Information and Analytics: Management information systems, reporting, repositories, use of data to support strategy implementation; the emerging role of impact assessment.

Higher Degree by Research Scholarships: The purpose of this module is to provide an insight into the current and evolving practices around the management of scholarships for Higher Degree by Research (HDR) candidates.

Higher Degree by Research International Partnerships: The purpose of this module is to provide an insight into the current and evolving practices of international research training.

Higher Degree by Research Candidature Management: The purpose of this module is to provide an insight into the current and evolving practices around the management of Higher Degree by Research (HDR) candidates and candidature.

Higher Degree by Research Admissions and Completions: The module covers two critical stages of HDR candidature – the start (from application to enrolment) and the end (thesis submission, examination and graduation) of candidature. These two stages are of critical importance for enhancing the candidate experience and the reputation of the HEP. The purpose of this module is to provide an insight into the current and evolving practices around the management of Higher Degree by Research (HDR) candidate admission and examination

Research Finance: This module looks at developing an understanding of how research is funded; key university finance processes as they relate to research; the cost of research and how its outcomes may be evaluated; managing the finances of research projects and allocations including reporting; effective costing and pricing of research projects; and key areas where things go wrong in research finance.

Working with Industry: This module examines different research drivers for industry and public research organisations; will examine the institutional strategies and parameters that build a culture of collaboration and will examine the role that the Research Office can play in ensuring industry collaborations are effective and beneficial to all parties.

Module	Full Name
Contextual Knowledge: <i>Has a contextual understanding of the research and research training sector of the relevant country</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 1.1-Viet	Module 1.1-Viet: National Research and Innovation System in Vietnam (elective)
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: Understanding Research and Researchers (compulsory)
New modules under construction	
Module 1.1-UK	Module 1.1-UK: National Research and Innovation System in the UK (elective)
Module 1.1-US	Module 1.1-US: National Research and Innovation System in the US (elective)
Module 1.1-China	Module 1.1-China: National Research and Innovation System in China (elective)
Module 1.1-EU	Module 1.1-EU: National Research and Innovation System in the European Union (elective)

The research funding cycle: Understands and effectively manages the research funding cycle from inception to project closure	
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)
HDR candidature cycle: Understands and effectively manages the HDR candidature cycle from inquiry to graduation	
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: Understands and provides effective support to ethics and integrity committees and processes	
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: Collects and collates data to enable institutional and external reports	
Module 5.1	Module 5.1: Research Information and Analytics (elective)
Engagement and impact: Supports researchers in engagement activities with external end-users. Streamlines engagement with end-users	
Module 6.1	Module 6.1: Working with Industry (elective)