

Research Level and Content Instrument (RLC-I)

Aim

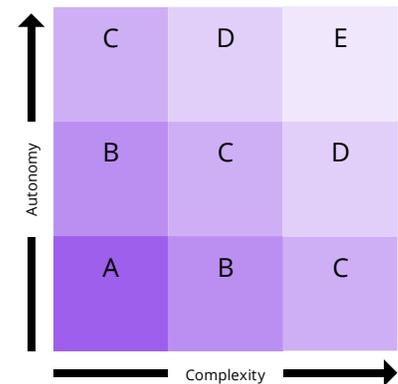
Educating students in research competencies such as critical thinking or problem solving is increasingly an aim in higher education. The instruments presented here can be used to discuss the level and content of research skills that students need as they go through their education.

Research Level and Content Instrument (RLC-I)

The Research Level and Content Instrument combines two instruments previously developed in HERI:

Research Autonomy and Complexity: The level of research expected of students and other stakeholders (the autonomy of the student, and complexity of the research assignment).

Both autonomy and complexity are described in five levels, ranging from A - low to E - high.



New Aspects of Research: When assessing higher education curricula, six aspects of research can be assessed:

- Knowledge about research results
- Knowledge about research methodology
- Specific research skills (such as a type of statistical analysis, conducting an interview, or writing a report)
- Critical thinking
- Curiosity (such as keeping track of developments in the field)
- Competency to become a researcher (integrating the knowledge, skills and attitudes needed to set-up and conduct research).



Knowledge about research results



Knowledge about research methodology



Instrumental skills



Critical thinking



Curiosity



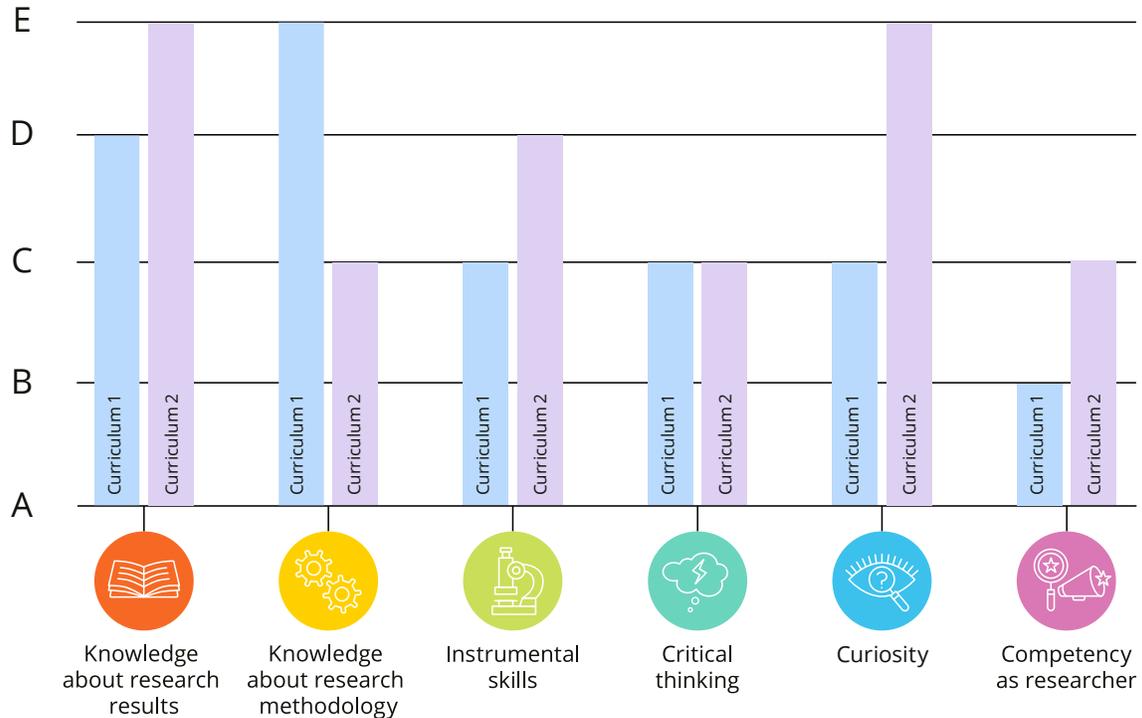
Competency as researcher

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Higher Education, Research and Innovation Department

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Combining these tools allows teams to assess a research profile in detail, or compare research profiles together. In the figure below, a comparison of research profiles of two programmes is given.



Such profiles and comparisons can inform choices across study years or across different educational programmes.