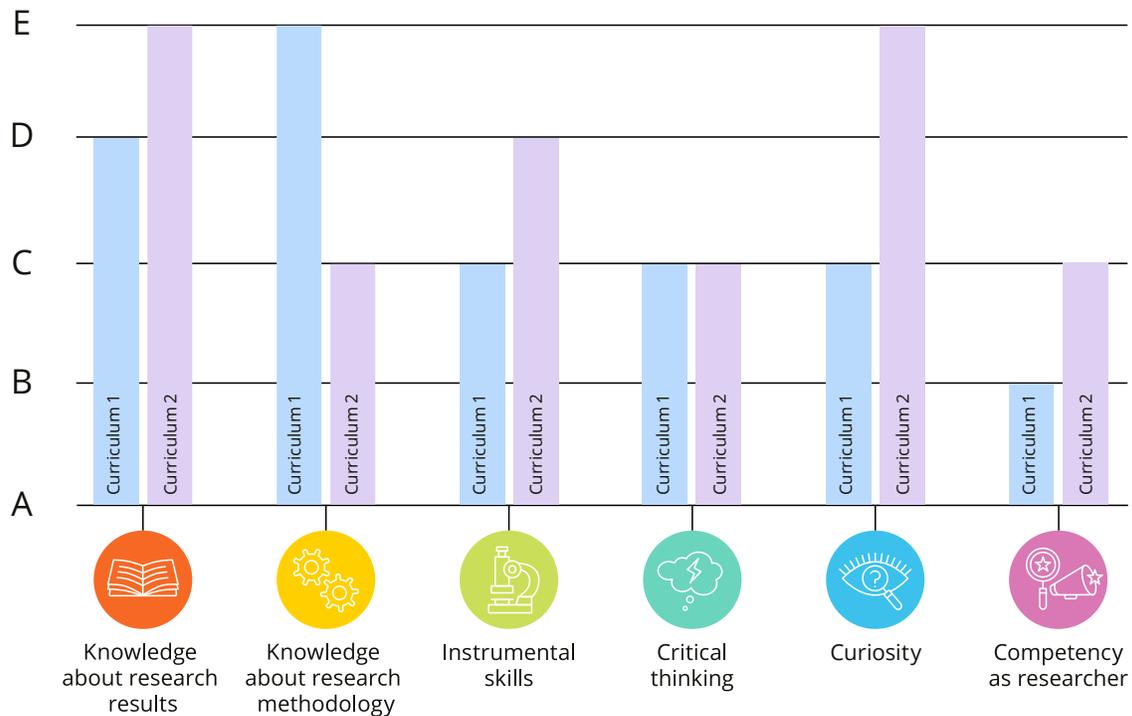


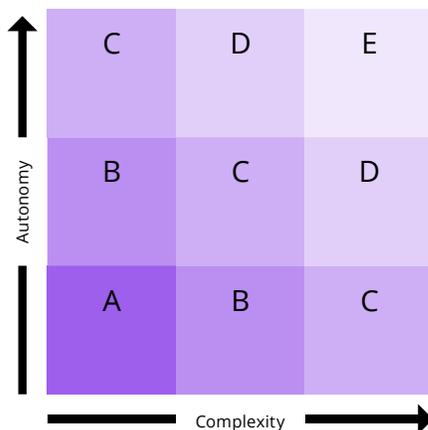
Research Level and Content Instrument (RLC-I)

Workshop guide

Research Level and Content Instrument (RLC-I)



The Research Autonomy and Complexity Tool (RAC-T)



Research Level and Content Instrument (RLC-I)

Higher Education, Research and Innovation Department

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Aim

Discuss the level and content of research skills that students need as they go through their education.



Equipment

- RLC-I tool



Preparation

- Set diagram on table
- Read through the instrument explanations for the RAC-T, NAR-T and RLC-I tools.



Workshop

- 1. Discuss the autonomy and complexity of your starting curriculum:** for your given context, this is how the curriculum currently stands. For each research domain (knowledge, instrumental skills, critical thinking, curiosity and researcher competence, assign a level from A-E based on the level of autonomy and complexity:
 - How much autonomy does the student have in completing the curriculum (is it high, medium or low)
 - What is the complexity level of the curriculum? (is it high, medium or low)
 - Are these qualities adequately described in learning material to the student?
- 2. Discuss the autonomy and complexity of your reference curriculum:** for your given context, this might be a new version of the curriculum for the same subject, or a different curriculum you are comparing. For each research domain (knowledge, instrumental skills, critical thinking, curiosity and researcher competence, assign a level from A-E based on the level of autonomy and complexity.
- 3. Reflection:**
 - What are the most important research aspects for your students to learn and demonstrate?
 - Are there any key areas where research skills need to be more clearly described? This might involve changes to the curriculum, or making skills more explicit during teaching.
 - Are there any missing research skills that your team needs to focus on?



Adapting the workshop

You can adapt the discussion for your target group, for example for discussions at the module level, curriculum level or at an organisational level. Below are three examples of how you can adapt the tool for your team.

At the curriculum or department level

These tools can be used during a curriculum mapping exercise to get an overview of the research skills being taught across modules. This can be used to determine the overall required performance level of students, what they need for graduation and their future careers.

Questions for discussion might include:

- Are students acquiring the desired level of autonomy, with the desired level of complexity in assignments?
- Are all of the priority aspects of research being taught to students? How are these assessed?

For your organisation (university or wider policy level)

The combination of the tools (the RLC-I) can be used to compare study programmes over time, or even across an entire organisation. This can be used to evaluate strategy changes, for example the increased emphasis on building research into higher education.

- What are the patterns of research related skills over time within the organisation? Is there more or less emphasis on research related skills?
- Are students acquiring the desired level of autonomy, with the desired level of complexity in assignments?