Research Skill Development and Assessment in the Curriculum

**Project Name:** Making Research Skill Development Explicit in Coursework: Five universities’ adaptation of a model to numerous disciplines


**Key outcomes after One Year**
- Research Skill Development-inspired marking criteria embedded in the curriculum of courses in 10 disciplines in 5 universities, with 7 more disciplines trialing.
- In many of these courses students, on average, have quantitative improvements in their discipline-specific research skills.
- The External Reviewer of the project expressed surprise at the diversity of contexts in which the RSD has been utilized and highlighted its usefulness as a general framework if it is adapted to the context in which it is being used.

**Contribution to curriculum renewal in regards to Graduate Attributes (GAs)**
Lecturer application of RSD seems to enable the development and assessment of the majority of GAs, by example of the range of skills developed in the complex open-ended research conducted by First Year Human Biology Students (see picture). The RSD, as a conceptual framework, enables academics to design a ‘discipline-centred’ curriculum with an emphasis on how students come to that centre. Research Skills may appeal more to academics than the general label ‘GA’.

**Key challenges to realising potential benefits**
Lecturers understanding the implications of the RSD for their specific contexts.

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**Drivers:** To determine, on a course-by-course basis, the actual benefits and disadvantages of explicitly developing discipline-specific research skills in regular curricula (numerous advantages have been claimed in the literature). This process is informed by the Research Skill Development (RSD) Framework (left).