



# Postgraduate Certificate In Research Professional Development



## PG Cert RPD: Assessment, evidence and activities

### Assessment Form structure and content

An example assessment form can be seen in Appendix 1. The form will give you the course code and title, and the number of credits the class is worth. The 'Activities undertaken' section will auto-populate from the PGR monitoring systems. Each activity will have a link for you to view the evidence and decide if it sufficiently demonstrates the student has completed the activity and the corresponding credits are correct.

The number of credits a student records in the PGR monitoring systems should accurately reflect the number of hours the student spent on each activity. This includes assessments that form part of PGT or other formal credit-bearing activities. For example, a 20 credit PGT class nominally requires 200 hours of active engagement, including exams and assessments.

The form lists the learning outcomes for the class, which are detailed in Appendix 2. The form also contains six marking criteria, including a word count and how this word count should be distributed, that the students should address in their reflective essay.

### Marking an assessment

The assessment pass mark is 50%. When marking an assessment, you should be satisfied that the student has attempted to address the six marking criteria and demonstrated insight into applying what they have learned to help them develop as a researcher. You should also be satisfied that the evidence provided supports the number of credits claimed.

The PG Cert RPD assesses how the student gains subject knowledge, not the subject knowledge itself. As such, the student must reflect on their ability to gain new subject knowledge when faced with a new situation – how would they go about it, what is their preferred learning format?

Therefore, if the student has not sufficiently answered the second or fifth marking criteria (as seen in Appendix 1) you should consider returning the assessment to the student. If the assessment is returned, the student should receive feedback on what needs to be addressed to improve. Feedback should also be provided if the assessment is approved. The assessment can be returned as many times as required to get it to a satisfactory standard.

You will have to indicate that you consider the student to have met the marking criteria by agreeing with the following statements at the end of the form, before you can approve the assessment:

1. *Did the student demonstrate that they met at least one of the learning outcomes?*
2. *Did the student describe what aspects of each activity contributed to the learning outcomes?*
3. *Did the student describe why they chose the activities listed in the form, and how the activities met their training needs?*
4. *Did the student reflect on the new skills acquired during each activity, or how they applied existing skills to a new situation?*
5. *Did the student reflect on how they can apply their new knowledge to their research, and to their overall professional development?*
6. *Did the student reflect on their expectations of the activity, and if those expectations were met?*

All assessments approved by you will be reviewed by an external marker before being formally approved and the credits awarded to the student.



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## Appendix 1: Example RD901 Assessment Form

<b>PG Certificate in Researcher Professional Development Assessment Form</b>	
<b>Class code and title:</b> RD901: Researcher Knowledge and Intellectual Abilities	
<b>Credits:</b> 20	
<b>Activities undertaken (credits):</b>	<b>Portfolio of Evidence:</b>
<b>Class Learning Outcomes:</b>	
<ol style="list-style-type: none"> <li>1. Enhanced knowledge base in a research context (including: subject knowledge, theoretical knowledge of research methods, practical application of research methods, information seeking, information literacy and management, languages, academic literacy and numeracy).</li> <li>2. Enhanced cognitive abilities in a research context (including: analysing, synthesising, critical thinking, evaluation, problem solving).</li> <li>3. Enhanced creativity in a research context (including: inquiring mind, intellectual insight, innovation, argument construction, intellectual risk).</li> </ol>	
<b>Assessment Criteria:</b>	
<p>Word Count: 2000 words + and evidence for each activity</p> <p>Write a reflective essay of no more than 2000 words describing how the activities you took part in helped you to meet one or more of the learning outcomes for this class. As well as describing the activities, you should reflect on how you felt about the activities, what went well, what you would change, and how you will use what you learned in future. There is a 700 word limit on the description of activities. The remaining 1300 should be reflective. In particular, your reflective essay should:</p> <ol style="list-style-type: none"> <li>1. describe the new skills and knowledge you acquired during each activity, or how you applied existing skills or knowledge to a new situation;</li> <li>2. describe which RD901 learning outcomes your activities met, and what aspects of each activity contributed to the learning outcome;</li> <li>3. make reference to the supporting documents you have provided in your portfolio of evidence;</li> <li>4. reflect on why you chose your activities to meet your development needs, and how you identified those needs;</li> <li>5. reflect on how you think the new skills or knowledge acquired during the activities can contribute to your research, and your professional development beyond your research;</li> <li>6. reflect on your expectations of the activity, and if those expectations were met.</li> </ol> <p>The assessment is marked on a satisfactory/unsatisfactory basis, with the threshold for a satisfactory mark being set at 50%. If you do not meet the standard for a satisfactory mark, or you do not address enough of the criteria, the assessment will be returned to you. If the assessment is returned to you, you will be given sufficient feedback to allow you to get the essay to a satisfactory standard and resubmit it.</p>	
<b>Reflective Essay:</b>	



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## Appendix 2: RD901 Learning outcomes

The learning outcomes for the PG Cert RPD are based on the subdomains and descriptors of Vitae's [Researcher Development Framework](#) (RDF). The RDF has four main domains that map to the first four classes of the PG Cert RPD.

There are three learning outcomes within each of the first four PG Cert RPD classes, each outcome based on a subdomain from the RDF (highlighted in bold). Also contained in each learning outcome are the individual competencies the student might develop to meet that learning outcome (highlighted in italics).

RD905 is the elective class, and anything from the first four classes can contribute to it. The learning outcomes for RD905 are therefore based on the domains of the RDF rather than the subdomains, leading to four learning outcomes.

The learning outcomes for **RD901** are:

1. **Enhanced knowledge base** in a research context, including: *subject knowledge; theoretical knowledge of research methods; practical application of research methods; information seeking; information literacy and management; languages; academic literacy and numeracy.*
2. **Enhanced cognitive abilities** in a research context, including: *analysing; synthesising; critical thinking; evaluation; problem solving.*
3. **Enhanced creativity** in a research context, including: *inquiring mind; intellectual insight; innovation; argument construction; intellectual risk.*

The learning outcomes for **RD902** are:

1. **Enhanced personal qualities** in a research context, including: *enthusiasm; perseverance; integrity; self-confidence; self-reflection; responsibility.*
2. **Enhanced self-management** in a research context, including: *preparation and prioritisation; commitment to research; time management; responsiveness to change; work-life balance.*
3. **Enhanced professional and career development** in a research context, including: *career management; continuing professional development; responsiveness to opportunities; networking; reputation and esteem.*

The learning outcomes for **RD903** are:

1. **Enhanced professional conduct** in a research context, including: *health and safety; ethics, principles, and sustainability; legal requirements; IPR and copyright; respect and confidentiality; attribution and co-authorship; appropriate practice.*
2. **Enhanced understanding of research management** in a research context, including: *research strategy; project planning and delivery; risk management.*
3. **Enhanced understanding finance, funding and resources** in a research context, including: *income and funding generation; financial management; infrastructure and resources.*

The learning outcomes for **RD904** are:

1. **Enhanced ability to work with others** in a research context, including: *collegiality; team*



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*working; people management; supervision; mentoring; influence and leadership; collaboration; equality and diversity.*

2. **Enhanced abilities to communicate and disseminate** in a research context, including: *communication methods; communication media; publication.*
3. **Enhanced engagement and impact** in a research context, including: *teaching; public engagement; enterprise, policy; society and culture; global citizenship.*

And the learning outcomes for **RD905** are:

1. Enhanced knowledge and intellectual abilities needed to carry out excellent research.
2. Enhance personal qualities, career and self-management skills required to take ownership for and engage in professional development.
3. Enhanced knowledge of the standards, requirements and professional conduct that are needed for the effective management of research.
4. Enhanced knowledge, understanding and skills needed to engage with, influence and impact on the academic, social, cultural, economic and broader context.