ARMA (UK)
Qualifications

Certificate in Research Management: Advanced (research organisations)

The Certificate in Research Management: Advanced (research organisations) has been designed to provide an insight into the technical elements of research management. It builds on the Certificate in Research Management: Foundation and looks in greater depth at the different roles and activities within the research management profession. It seeks to develop in students a broader view of the issues, not just from their own role, but from the wider organisational and sector position. The Advanced Certificate will help students to develop skills and behaviours needed for continued career progression.

Students are likely to have experience in research management, and specific responsibilities within their department or unit. They will be keen to develop their professional skills and may be at the early stages of their journey towards a leadership role. Some students may be new to the profession but will bring relevant and transferable experience from other roles.

By completing the Advanced Certificate, students will:

- Develop a strategic view of the challenges facing the sector in their country
- Develop technical and professional skills that can be put to use within their organisations
- Build and deepen their knowledge about the key roles and activities within the profession
- Build a network of peers from across the sector

The Advanced Certificate consists of **four mandatory units** and **two optional units**. Units have been designed with elements that relate to other units on the course, enabling a coherent whole. These connections will be discussed during the unit webinar.

Mandatory units:

- ***Supporting research policy and strategy*** - designed to help students develop their knowledge and skills in relation to strategy and policy.
- ***Equality and diversity in research management*** - designed to help students to understand, explain and evaluate the importance of equality and diversity in research management.
- ***Research governance*** - designed to help students to understand the role of good governance in research management.
- ***Managing a funding portfolio*** - designed to help students gain the knowledge and skills to evaluate and expand the funding policy of their organisation, in order to identify and plan new funding opportunities.

Optional units (choice of two):

- ***Delivering results: people, systems and processes*** - designed to help the student build their skills and understanding of how people, systems and processes can work together to deliver a valuable service.
- ***Managing collaborations*** - designed to help the student gain the skills and understanding they need to support successful collaboration.
- ***Data for decision making*** - designed to help students develop knowledge and skills in working with data to provide useful management information.

Each unit is assessed through an assignment, drawing on the guided and informal learning the student will have done in relation to each unit and using examples from the student's workplace. Students must pass all six units to achieve the Certificate. The Advanced Certificate can be completed in as little as six months (online pathway), although students can take up to two years if needed. Workshops for all mandatory units will be delivered each year.

The Advanced Certificate is a self-guided course and has been designed for members of ARMA and our sister associations. Students will be part of a cohort, and will work through the units with a mentor, their own line manager, their cohort, and their wider network. They will be expected to undertake some guided learning, with their mentor and through workshops and events. The majority of time will be spent on informal learning. Students will be able to access online resources to help them complete the units. They will also learn from colleagues in the workplace, and from their peer network.

Two different models of studies are available, suited to the requirements of the student:

- **Pathway 1**: includes a tailored workshop and supporting webinar for each mandatory unit, and webinar support for the optional units. Students can access online resources. They may also attend other workshops to supplement their learning.
- **Pathway 2**: this is an online-only course, with webinar support available for all units and access to online resources. Students will be expected to attend relevant workshops to supplement their guided learning.

TO BE CONFIRMED: ARMA's Certificate in Research Management: Advanced is awarded by the ATHE and regulated by Ofqual. It has been assessed as level five of the UK Regulated Qualifications Framework. This means it meets nationally-recognised quality guidelines and offers a qualification equivalent to second year of a Higher Education degree programme

Guided Learning Hours (GLH), Total Qualification Time (TQT), Indicative Learning Time (ILT) and Credit

In the units listed below we refer to Total Qualification Time, Guided Learning Hours, Indicative Learning Time and Credit. Use of GLH, TQT and Credit and the associated information is an Ofqual

requirement. The figures are calculated by considering the different activities that a learner would typically complete in order to achieve the learning outcomes of a qualification, at the standards provided by the assessment criteria.

Values for Total Qualification Time, Guided Learning Hours and Indicative Learning Time are estimates and we recognise that learners will sometimes work differently.

Guided Learning is an estimate of the amount of time, on average, that your tutor will immediately guide or supervise your learning. Total Qualification Time shows the amount of time you would take, on average, to complete the different activities to demonstrate achievement of the learning outcomes of a whole qualification at the standards provided. ILT gives you an indication of the amount of time it could take to complete a unit.

The credit value specifies the number of credits that will be awarded on achievement of the learning outcomes of a unit at the specified standard.

Certificate in Research Management Advanced

Learners must achieve all four mandatory units and two optional units

The Total Qualification Time is 240
The Total Guided Learning Hours is 60
The Total Credit value is 18

Unit Title	Level	Credit	GLH
Mandatory			
Supporting research policy and strategy	5	3	10
Equality and diversity in the research environment	5	3	10
Research governance	5	3	10
Managing a funding portfolio	5	3	10
Optional			
Delivering results: people, systems and processes	5	3	10
Managing collaborations	5	3	10
Data for decision making	5	3	10

CRM Advanced: Mandatory Units

Supporting research policy and strategy

RQF level: 5

Credit value: 3

Guided learning hours: 10

Total indicative learning hours: 30

Unit aims:

This initial unit is designed to help students develop knowledge and understanding of strategy and policy and their role in supporting its development and implementation. A strategic mindset means thinking about things in a different way, focusing on the purpose, impact and outcomes of activities rather than the inputs. Understanding the broader policy environment is essential when considering any strategic development. By the end of the unit, students should be able to demonstrate a clear understanding of strategy and policy, how they interact, and what is required to support their development and implementation.

Assignments:

Completed assignments can be passed or referred back to the students for further consideration. To pass the unit, students should achieve the learning outcomes at the standards specified by the assessment criteria. Students also should remain within the word count.

Learning outcomes:	Assessment criteria:
1. Understand the difference between strategy and policy, and how they interact	1a. Explain the difference between strategy and policy 1b Evaluate the inter-relationship between policy and strategy in your organisation
2. Understand the development of strategy or policy	2a. Analyse the key stages in developing a strategy or a policy 2b. Evaluate the different roles and the skills required for each of the stages in the development of strategy or policy 2b. Evaluate the impact of the broader operating environment in developing strategy or policy
3. Understand how to contribute to the successful development and implementation of strategy or policy	3a. Identify and evaluate the effectiveness of different approaches to developing and implementing strategy/ policy 3b. Analyse your own skills – competencies and gaps – in your ability to facilitate the development and implementation of strategy and policy

Assessment details:

Students are asked to produce an assignment that addresses the learning outcomes and assessment criteria. **You should choose an example of a strategy or policy you have been involved in developing. If you have not yet been involved in this activity, you should describe how you would approach the development of a new strategy or policy that would support the further advancement of your organisation.**

The assignment can be in one or more of the following: briefing paper; article; information pack; detailed notes; written plan; written report; presentation plus supporting notes; or recorded presentation. Your assignment should be the equivalent of **2,500 words**. If you have chosen to submit a set of materials (for example, detailed notes, plan and briefing paper), please include a coversheet outlining how each one addresses the assessment criteria. Further details on the different assessment types, and how to combine them, are available on the qualifications resources page.

Questions to consider:

When preparing your assignments, you might find it useful to discuss some questions with your mentor, fellow CRM Advanced students, work colleagues, or line manager. For this assignment, you may want to consider the following:

- How can you find out about strategy and policy? What external strategies and/ or policies might you need to consider when thinking about developments within your organisation? How would you evaluate a good or bad example?
- What are the different elements involved in successfully developing and implementing a strategy or policy? How do you find the information you need to inform each of these elements? What is the best way to pull the information together? What – and who – else should a strategy or policy involve?
- What is your role in strategy and policy development? How will you develop the knowledge and skills you need to make an effective contribution? What will these skills bring to the rest of your role?

Learning resources:

- Introduction to the unit (recorded presentation)
- Link to online resources (links to relevant websites for initial reading).
- Cohort discussions: F2F event (6 hours guided learning) and webinar (2 hours guided learning). *Participation depends on pathway.*
- Online cohort discussions (via web forum)
- Discussion with your mentor (2 hours guided learning)

Training & Development options:

As well as the above resources, you can attend other Training & Development workshops, including those delivered by ARMA and other organisations. The ARMA **Developing Research Strategy** workshop is relevant for this unit and counts as 6 hours towards your learning requirements (guided learning).

Equality and diversity in the research environment

RQF level: 5

Credit value: 3

Guided learning hours: 10

Total indicative learning hours: 30

Unit aims:

This unit is designed to help students understand, explain and evaluate the importance of equality and diversity in the research environment. Each country will have their own equality and diversity framework and/ or regulations that will guide decisions within the profession. Research management professionals need to understand how to support researchers working in different countries, and how to work with colleagues from different cultures. By the end of this unit, the student should be able to demonstrate a clear understanding of the challenges and benefits of equality and diversity in the research environment and be able to play a positive role in supporting progress towards a diverse research culture.

Assignments:

Completed assignments can be passed or referred back to the students for further consideration. To pass the unit, students should achieve the learning outcomes at the standards specified by the assessment criteria. Students also should remain within the word count.

Learning outcomes:	**Assessment criteria:**
1. Understand the benefits, challenges and implications of equality and diversity in research and research management	1a. Analyse the benefits and challenges of equality and diversity in a healthy research environment 1b. Assess the implications of not supporting diversity in the research environment
2. Be able to assess the equality and diversity culture	2a. Evaluate the extent to which the culture of your organisation supports equality and diversity 2b. Identify additional steps that your organisation might take to increase equality and a diverse research culture, drawing on models of good practice 2c. Assess different ways to measure the equality and diversity of your organisation.
3. Be able to understand your role in supporting progress towards greater equality and a more diverse research culture, within your organisation and more widely within the research environment	3a. Evaluate your contribution to creating greater equality and a more diverse research environment in your organisation, taking into account your specific areas of responsibility

	3b. Assess your capability to influence equality and diversity in the wider research environment 3c. Analyse your own skills – competencies and gaps – in your ability to facilitate equality and diversity in your organisation and in the wider research environment

Assessment details:

Students are asked to produce an assignment that demonstrates achievement of the learning outcomes and meets the standards listed in the assessment criteria. The assignment can be in one or more of the following: briefing paper; article; information pack; detailed notes; written report; presentation plus supporting notes; or recorded presentation. Your assignment should be the equivalent of **2,500 words**. If you have chosen to submit a set of materials, please include a coversheet outlining how each one addresses the assessment criteria. Further details on the different assessment types, and how to combine them, are available on the qualifications resources page.

Questions to consider:

When preparing your assignments, you might find it useful to discuss some questions with your mentor, fellow CRM Advanced students, work colleagues, or line manager. For this assignment, you may want to consider the following:

- Why is equality and diversity important for a healthy research environment? Think about how equality and diversity changes as career levels progress, and the impact that this might have on decision making. What does this look like in your own organisation? What role does transparency play?
- How does your organisation perform in relation to equality and diversity? How does this performance rank against other examples? Can you find exemplars that would work in your organisation? You might think about how well equality and diversity is integrated into your processes, such as developing a funding proposal, managing a research portfolio, or creating new funding schemes.
- How might you measure the effectiveness of equality and diversity policies in your organisation? How would you put this measurement into practice?
- What can you do, on an individual and team level, to contribute to equality and diversity in the research environment? For example, how do you manage unintentional bias in your own decision making and protect against challenges?

Learning resources:

- Introduction to the unit (recorded presentation)
- Link to online resources (links to relevant websites for initial reading).
- Cohort discussions: F2F event (6 hours guided learning) and webinar (2 hours guided learning). *Participation depends on pathway.*
- Online cohort discussions (via web forum)

- Discussion with your mentor (2 hours guided learning)

Training & Development options:

As well as the above resources, you can attend other Training & Development workshops, including those delivered by ARMA and other organisations. Workshops and other training events count towards your guided learning hours.

Research Governance

RQF level: 5

Credit value: 3

Guided learning hours: 10

Total indicative learning hours: 30

Unit aims:

This unit is designed to help students to understand the role of good governance in research management. Ensuring good research practice and the application of due diligence means that governance is now a crucial element of the research environment. Performance in different areas of governance will have implications for the reputations, quality and revenues of all research and funding organisations. And different countries will have different legal and regulatory requirements. By the end of this unit, the student should be able to explain why good governance is important to research and evaluate how their own organisation approaches research governance.

Assignments:

Completed assignments can be passed or referred back to the students for further consideration. To pass the unit, students should achieve the learning outcomes at the standards specified by the assessment criteria. Students also should remain within the word count.

Learning outcomes:	**Assessment criteria:**
1. Understand the importance of good research governance	1a. Evaluate what good research governance means in your context and why it is important 1b. Assess the implications of not having good research governance in place
2. Understand the governance framework (legal, regulatory and policy) in which your organisation operates	2a. Describe the legal, regulatory and policy framework in which your organisation operates 2b. Assess the efficacy of the ways in which your organisation responds to the legal, regulatory and policy framework 2c. Evaluate the processes for monitoring good governance in your organisation and identify opportunities for improvement
3. Understand their own role in ensuring good research governance	3a. Explore your own contribution to ensuring good research governance, evaluating your specific areas of responsibility 3b. Analyse your own skills – competencies and gaps – in relation to contributing to good research governance

Assessment details:

Students are asked to produce an assignment that demonstrates achievement of the learning outcomes and meets the standards listed in the assessment criteria. **For this unit, students should pick an example from their own organisation that they can use to demonstrate research governance. Examples might include an approach to due diligence for international collaborations or evaluating governance in relation to funding schemes.**

The assignment can be in one or more of the following: briefing paper; article; information pack; detailed notes; written report; presentation plus supporting notes; or recorded presentation. Your assignment should be the equivalent of **2,500 words**. If you have chosen to submit a set of materials, please include a coversheet outlining how each one addresses the assessment criteria. Further details on the different assessment types, and how to combine them, are available on the qualifications resources page.

Questions to consider:

When preparing your assignments, you might find it useful to discuss some questions with your mentor, fellow CRM Advanced students, work colleagues, or line manager. For this assignment, you may want to consider the following:

- What is good research governance to your own organisation and within your own country? What particular aspects are most relevant to your role? What might happen (to you, or your organisation) if governance fails? You might want to find different examples of good and bad practice to help your consideration.
- Where would you find out about different elements of your country's governance framework (legal, regulatory and policy requirements)? What are the best ways to keep up to date? How has your organisation translated and implemented different elements of the external framework? What gaps are there, and how could they be filled?
- What might your own role be in contributing to and supporting good research governance? What skills do you need to deliver this role? How might you develop these skills?

Learning resources:

- Introduction to the unit (recorded presentation)
- Link to online resources (links to relevant websites for initial reading).
- Cohort discussions: F2F event (6 hours guided learning) and follow-up webinar (2 hours guided learning). *Participation depends on pathway.*
- Online cohort discussions (via web forum)
- Discussion with your mentor (2 hours guided learning)

Training & Development options:

As well as the above resources, you can attend other Training & Development workshops, including those delivered by ARMA and other organisations. Workshops and other training events count towards your guided learning hours.

Managing a funding portfolio

RQF level: 5

Credit value: 3

Guided learning hours: 10

Total indicative learning hours: 30

Unit aims:

The focus in research offices, irrespective of the organisation has changed from individual projects to broader portfolios. Funding is no exception with different schemes falling within an organising theme or portfolio. This creates an environment where funding is available for varying timescales, whereas strategy and staff contracts are part of a different timeframe. This unit has been designed to help students gain the knowledge and understanding to evaluate and expand the funding policy of their organisation, in order to identify and plan new funding opportunities, within strategic and resourcing frameworks. By the end of the unit, students should be able to demonstrate a clear understanding of how to create, manage and evaluate a portfolio of funding within their organisation.

Assignments:

Completed assignments can be passed or referred back to the students for further consideration. To pass the unit, students should achieve the learning outcomes at the standards specified by the assessment criteria.. Students also should remain within the word count.

Learning outcomes:	**Assessment criteria:**
1. Understand the funding environment and be able to identify opportunities for new funding portfolios and/ or schemes	1a. Evaluate the funding environment and determine the strengths and weaknesses of your organisation's existing funding portfolio(s) 1b. Identify a new funding portfolio, or scheme within a portfolio, that could be of value to your organisation and explain how you would go about optimising potential benefits
2. Understand the features of a successful funding portfolio	2a. Evaluate the features of a successful funding portfolio or scheme
3. Understand how to implement, manage and evaluate a funding portfolio, in relation to the organisational strategy	3a. Identify the key stages in introducing a new funding portfolio or scheme, including development, implementation, management and monitoring 3b. Assess the risks involved and describe your approach to manage those risks

	3c. Describe how you might evaluate the success of the portfolio or scheme in relation to your organisation's strategy

Assessment details:

Students are asked to produce an assignment that demonstrates achievement of the learning outcomes and meets the standards listed in the assessment criteria. **For this unit, the student should focus on a new opportunity, rather than reflect on something that has already happened. The assignment can then be used as the basis for a business case for a new funding portfolio proposal.**

The assignment can be in one or more of the following: briefing paper; article; information pack; detailed notes; written plan; written report; presentation plus supporting notes; or recorded presentation. Your assignment should be the equivalent of **2,500 words**. If you have chosen to submit a set of materials (for example, detailed notes, plan and briefing paper), please include a coversheet outlining how each one addresses the assessment criteria. Further details on the different assessment types, and how to combine them, are available on the qualifications resources page.

Questions to consider:

When preparing your assignments, you might find it useful to discuss some questions with your mentor, fellow CRM Advanced students, work colleagues, or line manager. For this assignment, you may want to consider the following:

- What is the purpose of a funding portfolio? Think about how a funding portfolio might drive different behaviours. What does success look like?
- What does the funding landscape currently look like? How would you go about identifying gaps and opportunities? You might think about a SWOT and/ or PEST analysis as a basis for your consideration, using your organisation's strategy to inform your evaluation.
- What skills do you need to manage a funding portfolio? Where should you look for information and expertise? Who do you need to engage in the process, and when?
- What challenges are there in managing a funding portfolio? What different factors do you need to take into account?

Learning resources:

- Introduction to the unit (recorded presentation)
- Link to online resources (links to relevant websites for initial reading).
- Cohort discussions: Webinar (2 hours guided learning)
- Online cohort discussions (via web forum)
- Discussion with your mentor (2 hours guided learning)

Training & Development options:

As well as the above resources, you should attend other Training & Development workshops, including those delivered by ARMA and other organisations. Workshops and other training events count towards your guided learning hours.

CRM Advanced: Optional Units

Delivering results: people, systems and processes

RQF level: 5

Credit value: 3

Guided learning hours: 10

Total indicative learning hours: 30

Unit aims:

In a challenging economic climate, effective delivery of results is critical to the success of an organisation. This unit has been designed to help the student build their skills and understanding of how people, systems and processes must work together to deliver an efficient and effective service. The student will be asked to focus on an opportunity for improvement and use the assignment as the basis for a business case for the initiative. By the end of the unit, the student should be able to identify opportunities, develop a plan and implement change.

Assignments:

Student assignments can be passed or referred back to the students for further consideration. To pass the unit, students should achieve the learning outcomes at the standards specified by the assessment criteria.. Students also should remain within the word count.

Learning outcomes:	Assessment criteria:
1. Understand the characteristics of effectiveness in your organisation	1a. Evaluate the characteristics of an efficient and effective department/ unit/ service. 1b. Assess how your own unit contributes to the overall efficacy of the organisation. 1c. Evaluate the mechanisms that are in place for continuous improvement and development of systems and processes.
2. Be able to identify opportunities for the improvement of systems and processes and how people work	2a. Identify and justify opportunities for the improvement of systems, and/or processes and/or how people work in your department/unit/service.
3. Understand how to plan, implement and manage change	3a Explain the stages required to manage change in a chosen area. 3b Develop an enhanced approach and explain how this would be implemented and managed. 3c. Evaluate mechanisms to monitor the success of the new approach.

4. Be able to understand your role in planning, implementing and managing change	3a. Explore your own contribution to the change process, evaluating your specific areas of responsibility 3b. Analyse your own skills – competencies and gaps – in relation to managing change

Assessment details:

Students are asked to produce an assignment that demonstrates achievement of the learning outcomes and meets the standards listed in the assessment criteria. **For this unit, the student should identify an aspect of their department/ unit/ service to enhance, rather than reflect on something that has already happened. The assignment can then be used as the basis for a business case for the change project.**

You can prepare for this business plan in a number of ways, through an assignment that incorporates one or more of the following assessment types: briefing paper; information pack; detailed notes; written plan; or written report. Your assignment should be the equivalent of **2,500 words**. If you have chosen to submit a set of materials (for example, detailed notes, plan and briefing paper), please include a coversheet outlining how each one addresses the assessment criteria. Further details on the different assessment types, and how to combine them, are available on the qualifications resources page.

Questions to consider:

When preparing your assignments, you might find it useful to discuss some questions with your mentor, fellow CRM Advanced students, work colleagues, or line manager. For this assignment, you may want to consider the following:

- What does effectiveness mean to you? What does it look like in your organisation? What do you understand by continuous improvement? Why is it important?
- How do you monitor the effectiveness of a team, system or process? How is this done within your organisation? What opportunities are there for change? What do you do when something could be improved? What is the attitude to change within your organisation?
- How much – and when – should you involve different people in your process/ system/ team review? What inputs are important? You might find it useful to reflect on a change process you have been part of and how you felt about different approaches. What might effective change management look like? Reflect on the various stages of change management such as performance management and objective setting, business process review, system review, and change management techniques
- What skills might you need to deliver results? Why are these skills important?

Learning resources:

- Introduction to the unit (recorded presentation)
- Link to online resources (links to relevant websites for initial reading)
- Cohort discussions: Webinar (2 hours guided learning)
- Online cohort discussions (via web forum)

- Discussion with your mentor (2 hours guided learning)

Training & Development options:

As well as the above resources, you should attend other Training & Development workshops, including those delivered by ARMA and other organisations. Workshops and other training events count towards your guided learning hours.

Managing collaborations

RQF level: 5

Credit value: 3

Guided learning hours: 10

Total indicative learning hours: 30

Unit aims:

Developing and managing collaborations is now the norm within research management. This unit has been designed to help the student gain the knowledge and understanding they need to support successful collaboration. These might be with similar organisations in their own country or overseas, or they might be partnerships with different types of organisation, such as industry partners. By the end of this unit, the student should demonstrate an understanding of the benefits and challenges of working collaboratively and be able to articulate the core skills required so that they can manage a collaboration effectively.

Assignments:

Student assignments can be passed or referred back to the students for further consideration. To pass the unit, students should achieve the learning outcomes at the standards specified by the assessment criteria. Students also should remain within the word count.

Learning outcomes:	Assessment criteria:
1. Understand the benefits of collaborative projects	1a. Assess the benefits of developing collaborative projects 1b Analyse the role collaborative projects play within your organisation
2. Understand how to ensure success in collaborative projects and avoid failure	2a. Describe the features of successful collaborative projects 2b. Analyse the key factors that contribute to the success of a collaborative project 2c. Evaluate the challenges and risks associated with collaborative projects and evaluate different approaches to managing them

3. Understand the skills required to manage collaborative projects successfully	3a. Analyse the skills required for successful collaboration in projects, 3b. Evaluate the level of the skills within your organisation for managing collaborative projects, identifying strengths and gaps and recommendations for improvement. 3c. Evaluate your own skills in relation to the management of collaborative projects.

Assessment details:

Students are asked to produce an assignment that demonstrates achievement of the learning outcomes and meet s the standards listed in the assessment criteria. **For this unit, the student should choose an example of a collaborative project – such as with international or industry partners – and use that as a basis for their assignment. The student can use the assignment to identify new opportunities and as the basis for a business case.**

The assignment can be in one or more of the following: briefing paper; information pack; detailed notes; written report; presentation plus supporting notes; or recorded presentation. Your assignment should be the equivalent of **2,500 words**. If you have chosen to submit a set of materials (for example, detailed notes and briefing paper), please include a coversheet outlining how each one addresses the assessment criteria. Further details on the different assessment types, and how to combine them, are available on the qualifications resources page.

Questions to consider:

When preparing your assignments, you might find it useful to discuss some questions with your mentor, fellow CRM Advanced students, work colleagues, or line manager. For this assignment, you may want to consider the following:

- Why are collaborative projects important? How is your organisation getting involved in collaborative projects? How are they evaluated, in terms of fit within the broader strategy?
- What might you need to look at to assess the risks of engaging in a collaborative project? You might want to consider issues such as the different regulatory, legal and policy frameworks associated with the potential partners. What due diligence would you carry out, and how?
- What skills do you need to manage and deliver a collaborative project? Are these different from other activities you're involved in? What skills do you need to develop, in yourself, in your team and in your organisation?
- What other barriers might there be to effective collaborations?

Learning resources:

- Introduction to the unit (recorded presentation)
- Link to online resources (links to relevant websites for initial reading)
- Cohort discussions: Webinar (2 hours guided learning)

- Online cohort discussions (via web forum)
- Discussion with your mentor (2 hours guided learning)

Training & Development options:

As well as the above resources, you should attend other Training & Development workshops, including those delivered by ARMA and other organisations. Workshops and other training events count towards your guided learning hours.

Data for Decision Making

RQF level: 5

Credit value: 3

Guided learning hours: 10

Total indicative learning hours: 30

Unit aims:

Evidence-based decision making is crucial in any organisation. This unit has been designed to help students develop knowledge and understanding in working with data to provide useful management information. The unit will explore the different types of data in the research environment, how that data can be analysed, and how it can be used to evaluate and monitor performance, as well as inform decision making. By the end of this unit, students should be able to demonstrate a clear understanding of the role of data in the research environment and how to use that data in different ways.

Assignments:

Student assignments can be passed or referred back to the students for further consideration. To pass the unit, students should achieve the learning outcomes at the standards specified by the assessment criteria.. Students also should remain within the word count.

Learning outcomes:	**Assessment criteria:**
1. Understand the different types of data and the methods used for collecting this data in the research environment	1a. Identify and evaluate the different types of data used in the research environment 1b. Assess how your organisation collects data and evaluate the effectiveness of these methods
2. Understand how data can be used, to inform decision-making	2a. Identify the different ways that data is used to inform decision making in your organisation. Evaluate how effective the data is in providing the required evidence. 2b. Using an example from your organisation, evaluate how data use relates to strategy and policy and identify any controls that are required to ensure good quality data is produced
3. Be able to analyse and present data for different audiences	3a. Analyse a chosen data set and explain how it should be used to inform decision making or to evaluate performance 3b. Explain how the data should be presented and interpreted differently for specified audiences

Assessment details:

Students are asked to produce an assignment that demonstrates achievement of the learning outcomes and meets the standards listed in the assessment criteria. **For LO2 and LO3, students should focus on a defined data set that is relevant to their role within their organisation. This data set should be used as a consistent example.**

The assignment can be in one or more of the following: briefing paper; article; information pack; detailed notes; written report; presentation plus supporting notes; or recorded presentation. Your assignment should be the equivalent of **2,500 words**. If you have chosen to submit a set of materials, please include a coversheet outlining how each one addresses the assessment criteria. Further details on the different assessment types, and how to combine them, are available on the qualifications resources page.

Questions to consider:

When preparing your assignments, you might find it useful to discuss some questions with your mentor, fellow CRM Advanced students, work colleagues, or line manager. For this assignment, you may want to consider the following:

- Why is data so important? How is data used in your organisation? Are there gaps that present opportunities for enhanced use of data? You might want to think about broader issues in the research sector, such as the growing mistrust of experts in the political sphere.
- Can data be 'good' or 'bad'? What questions should you ask when analysing the value of a data set? Think about your role and responsibilities when creating management information.
- What challenges are there when collecting data? Is all data collection useful? Can you ever collect too much data?
- How can you make data more accessible to different audiences? How creative are you when you put management information together? Where could you look for new ideas about presentation and report writing?

Learning resources:

- Introduction to the unit (recorded presentation)
- Link to online resources (links to relevant websites for initial reading).
- Cohort discussions: F2F event (6 hours guided learning) and webinar (2 hours guided learning). *Participation depends on pathway.*
- Online cohort discussions (via web forum)
- Discussion with your mentor (2 hours guided learning)

Training & Development options:

As well as the above resources, you can attend other Training & Development workshops, including those delivered by ARMA and other organisations. ARMA workshops on **Responsible Metrics** and **Research Data Management** would be relevant to this unit, each counting as 6 learning hours. Other workshops and other training events will also count towards your guided learning hours.