

VRQ

UV51238

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VTCT

VTCT is a UK Government-approved awarding organisation which has awarded world class qualifications since 1962. Through our strategic approach to sectors we support, we aim to advance education, research and the public dissemination of knowledge, by helping to introduce new initiatives into the education system, to improve the employability and career prospects of learners.

More than 1000 approved centres now work with VTCT, and the ever-expanding list extends across the UK, Ireland, and internationally. We acquired the internationally recognised awarding organisation and examination board iTEC in 2016, adding to our footprint. We also acquired education technology specialists Digital Assess in the same year, adding value for training providers with technology that can digitally capture and assess learners online, amongst other innovations.

iTEC was founded by Dr W.E. Arnould-Taylor who in 1947 was a distinguished physiologist who became a Fellow of the Royal Society of Medicine. Both Dr Arnould-Taylor and Wallace Sharps the founder of VTCT, devoted their lives to developing the standing of the industry and the furtherance of education in the sector. Today iTEC has a close working relationship with over 650 centres worldwide including Europe, South Africa, Asia Pacific and the USA.

VTCT is a registered charity investing in education and skills but also giving to good causes in the area of facial disfigurement.

Statement of unit achievement

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements have been achieved under specified conditions and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)

Assessor tracking table

All assessors using this Record of Assessment book must complete this table. This is required for verification purposes.

[illegible]

Action research

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The aim of this unit is to enable you to carry out action research in an area of professional practice. It includes understanding the nature and purpose of action research, conducting action research and presenting the outcomes. You will learn how to evaluate your own practice in relation to action research.

Level

5

Credit value

15

GLH

50

Observation(s)

0

External Paper(s)

0



Learning outcomes

On completion of this unit you will:

1. Understand the purpose and nature of action research
2. Be able to initiate action research
3. Understand ways of carrying out action research
4. Be able to carry out action research
5. Be able to present the outcomes of action research
6. Be able to evaluate own practice in relation to action research

Evidence requirements

1. **Achieving assessment criteria**
There must be valid, authentic and sufficient evidence for all assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one assessment criterion.
2. **Knowledge outcomes**
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
3. **Tutor/Assessor guidance**
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
4. **External paper**
There is no external paper requirement for this unit.

Developing knowledge



Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.

Learning outcome 1

Understand the purpose and nature of action research

You can:	Portfolio reference
a. Explain the purpose of action research	
b. Analyse key features of the action research process	
c. Analyse the implications of a model of action research	

Learning outcome 2

Be able to initiate action research

You can:	Portfolio reference
a. Justify own choice of an area of practice for action research	
b. Plan a clear intervention strategy	
c. Justify the choice and timescales of an intervention strategy	
d. Explain how ethical and political considerations and issues of confidentiality will be observed in practice	
e. Implement a clear intervention strategy	

Learning outcome 3

Understand ways of carrying out action research

You can:	Portfolio reference
a. Evaluate methods for action research	
b. Evaluate methods of collecting qualitative and quantitative data	
c. Review ways in which collected data may be analysed	

Learning outcome 4

Be able to carry out action research

You can:	Portfolio reference
a. Draw on selected literature relating to an area of practice for action research	
b. Justify own choice of methods selected for action research	
c. Collect data relating to an area of practice for action research	
d. Analyse data collected from action research	
e. Present data collected from action research	
f. Draw conclusions based on findings from action research	

Learning outcome 5

Be able to present the outcomes of action research

You can:	Portfolio reference
a. Report own findings and conclusions from action research	
b. Justify own recommendations for action to be taken based on conclusions from action research	

Learning outcome 6

Be able to evaluate own practice in relation to action research

You can:	Portfolio reference
a. Analyse the effectiveness of own practice in relation to action research	
b. Identify own strengths and areas for improvement in relation to action research	
c. Plan opportunities to improve own skills in action research	

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Understand the purpose and nature of action research

Action research:

Definitions of action research, models of action research, purpose of conducting action research, key characteristics of action research, systematic enquiry, personal and collaborative enquiry, level of action research (personal, organisational, scholarly) professional values.

Key features of action research:

The researcher can be an interested party in the research i.e. own practice, improvement of an area of practice, improvement of the understanding of practice, improvement of the situation in which the practice takes place, action research cycle (plan, act, observe, reflect, revised plan).

Implications of a model of action research:

Possible criticism of the reliability of data gathering, possible researcher bias, researcher commitment to the critical analysis of their practice.

Learning outcome 2: Be able to initiate action research

Justify choice for area of practice:

Value search (what you want to change, what drives you, what challenges you, where do you want to develop your expertise) self-reflection, core values, critical friends, forming your core question.

Intervention strategy:

Logic model (inputs, outputs, outcomes), force field analysis (forces to support or challenge your action).

Justify choice and timescales for intervention strategy:

Context, literature review (structure, themes, topics, evidence to support/challenge arguments, findings, academic referencing).

Ethical and political considerations and issues of confidentiality:

Ethics and research methods, privacy, choice, informed consent (letters, templates), values, openness, honesty, engagement, research and regulation.

Implement intervention strategy:

Framing overall research question, consider scope, where to focus, research methodology, ethical issues, target audience, sampling, time frames, resources required, validity and reliability, data analysis, verifying and validating data, reporting.

Learning outcome 3: Understand ways of carrying out action research

Methods for action research:

Questionnaires, structured interviews, accounts, observations, tests, personal constructs.

Methods of collecting qualitative and quantitative data:

Questionnaires, structured interviews, accounts, observations, tests, personal constructs.

Ways to analyse data:

Thematic analysis, phenomenology, inductive data analysis, deductive data analysis, content analysis, discourse analysis.

Learning outcome 4: Be able to carry out action research

Draw on literature relating to area of practice:

literature review (structure, themes, topics, evidence to support/challenge arguments, findings, academic referencing).

Justify methods selected for action research:

Why are you collecting data, questionnaires, structured interviews, accounts, observations, tests, personal constructs, focus groups.

Collect data:

Sample size, representativeness of sample, sampling strategy.

Analyse data collected:

Summarise collected data, patterns, trends, themes, mean, median, mode, quantitative, qualitative, triangulation.

Present data collected:

Purpose, theoretical background, data collection, findings, conclusions, action planning/recommendations.

Draw conclusions based on findings:

Purpose, theoretical background, data collection, findings, conclusions, action planning/recommendations.

Learning outcome 5: Be able to present the outcomes of action research

Report findings and conclusions:

Report writing, rationale, purpose, theoretical background, data collection, findings, conclusions, action planning/recommendations, presentation skills.

Justify recommendations for action based on conclusions:

Report writing, rationale, purpose, theoretical background, data collection, findings, conclusions, action planning/recommendations, presentation skills.

Learning outcome 6: Be able to evaluate own practice in relation to action research

Analyse the effectiveness of practice:

Evaluation theory (e.g. Kirkpatrick, Brookfield), use of feedback from a range of suitable sources (e.g. self, learner, peer/ tutor observations, manager), qualitative and quantitative information.

Strengths and areas for improvement:

Reflective practice, models of reflection (e.g. Gibbs, Schön, Brookfield), SWOT analysis (strengths, weaknesses, opportunities, threats).

Plan opportunities to improve skills:

Action planning, SMART targets (specific, measurable, achievable, realistic, timely), liaison with other learning professionals, current research relating to inclusive practice, appraisal.

Notes

Use this area for notes and diagrams



Notes

Use this area for notes and diagrams



Notes

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