

OCR Teaching in the Lifelong Learning Sector – Qualification Units

Unit 23 – Level 5 Action Research

Level 5

QCA Accreditation Number A/500/9900

Unit description

Unit aims:

To enable the student teacher to:

- Demonstrate the ability to review and apply the principles and concepts of action learning appropriately and ethically to enhance their own professional practice and knowledge.
- Review literature on the range of referencing methods used in research and apply them correctly.
- Analyse a range of data collection methods, including qualitative and quantitative approaches and synthesise an appropriate model for their own research.
- Consider ways in which data can be analysed and deduce an appropriate range methods for their own research.

Credit value: 15

Unit synopsis:

This unit is for student teachers in full teacher roles who are developing their knowledge and understanding of the lifelong learning sector. It will enable them to use the principles, methods and models of action learning to solve problems that they face in the work place. The issues may arise in an area of their engagement in the lifelong learning sector and thus may contribute to or draw upon any other unit or units within the qualification.

The unit will enhance the student teacher's ability to support learners through resolving issues within the complex area which is the lifelong learning sector and using the knowledge gained to improve their practice and their research capabilities

Examples of teaching and learning strategies:

The following teaching methods and learning strategies are appropriate to the delivery and development of the knowledge, understanding and skills covered in this unit. A variety of these should be used to provide a model of good practice to the student-teacher. This list is not exhaustive:

- Small group discussion
- Directed study and research
- Resource based learning
- Question and answer
- Discussion
- Debate
- Attendance at conferences
- Presentation of papers to conferences
- Attendance at meetings
- Membership of relevant professional bodies
- Professional discussion

Guidance on delivery for centres

Delivery may take the form of:

- provision of individual learning plans,
- provision of guidance on the qualification and progression routes to further development,
- provision of opportunities for learning, e.g. discussion fora,
- Provision of ongoing mentoring to the student teacher, including review and feedback on learning experiences and development of competence,
- Observation of peer-to-peer discussions of groups of student teachers or of students teachers and qualified teachers,
- Review of research proposals
- Review of data gathering
- Review of data analysis
- Review of results and conclusions.
- Review of referencing
- Review of research paper or report.
- Observation of teaching practice,
- Professional discussion with the assessor will test the knowledge requirements, where these are not already met through the activities described above.

Guidance on assessment for centres

This is an optional unit and therefore the centre must be able to provide appropriate qualified staff that are familiar with the practice as well as the theory of action learning. This unit may draw upon the evidence from any other unit in the qualification where action learning has taken place and can be identified or vice versa.

The assessment can include:

- Research proposals, including the ethical implications,
- Data collection methods
- Results of data analysis
- Presentation of results
- Research paper or report
- Action learning set observation.
- witness statements,
- Video recordings

This is a level five option and thus the student teacher must demonstrate complex skills and knowledge, often covering more than one element of the assessment criteria. This is an action research module and thus reports must reflect the stages of the action learning process and the final paper or dissertation. Therefore, it is difficult to provide firm guidance on the presentation of evidence; normally it should be of a minimum six sides of A4. Similarly, professional discussion and video recordings will need to reflect the requirements of action learning and should be of at least 20 minutes duration. Minutes of meetings on inclusive practice may be used but only if it is possible to demonstrate that the student teacher's contribution is significant, contributes the meeting of assessment criteria and identifiable within the body of the document.

Suggested reading:

The following list is not intended to be exhaustive: there are many books, journals and websites covering action learning, but provides suggested texts which student-teachers may find helpful. It is not compulsory for students to read all publications in the list; they are identified for reference only.

Action Learning: Research and Practice, Journal, Routledge

Ball, S., Maguire, M. and Macrae, S. (2000) *Choice, Pathways and Transitions Post-16*. London: Routledge Falmer

British Journal of Special Education Blackwells

Brockbank, A. and McGill, I. (2003) *The Action Learning Handbook Powerful Techniques for Education, Professional Development and Training* Routledge ISBN 978-0-415-33511-9 (paperback) 978-0-203-41633-4 (electronic)

Brown, S. and Race, P. (1994) *Assess Your Own Teaching Quality*. London: Kogan Page

DfEE (1998) *The Learning Age: A Renaissance for a New Britain*. London: HMSO

DfEE (1999) *Learning to Succeed: A New Framework for Post-16 Learning*. London: HMSO

DfES (2001) *Schools – Achieving Success*. London: HMSO

Goleman, D. (1996) *Emotional Intelligence*. London: Bloomsbury

Gravells, A. (2006) *Delivering Adult Learning – Level 3 Coursebook*, Learning Matters,

Habeshaw, S. (1992) *53 Interesting Things to Do in Seminars and Tutorials (Interesting Ways to Teach)* Technical & Educational Services Ltd; [4Rev Ed edition] ISBN-10: 0947885080 ISBN-13: 978-0947885083

Gibbs, G. (1992) *53 Interesting Things to Do in Your Lectures (Interesting Ways to Teach)* Technical & Educational Services Ltd [4Rev Ed edition] ISBN-10: 094788503X ISBN-13: 978-0947885038

Knowles, G. (2006) *Supporting Inclusive Practice* David Fulton Publishers Ltd

Longworth, N. (2003) *Lifelong Learning in Action: Transforming Education in the 21st Century* by Norman Routledge Falmer ISBN-10: 0749440139 ISBN-13: 978-0749440138 2003

Maslow, A. (1987) *Motivation and Personality*. New York: Harper & Row

McGill, I. and Beaty, E. (2000) *Action Learning: A Practitioner's Guide* Routledge Falmer ISBN-10: 0749434538 ISBN-13: 978-0749434533

Nind, M. Rix, Sheehy, K. Simmons, K. (2004) *Curriculum and Pedagogy in Inclusive Education* Routledge Falmer

Petty, G. (2004) *Teaching Today* (3rd Edition), Nelson Thornes

Reece, I. and Walker, S. (2003) *Teaching, Training and Learning: A practical Guide (5th Edition)*

Rowntree, D. (1987) *Assessing Students: How Shall We Know Them?* London: Kogan Page

Rix, J. Simmons, K. , Nind, M. Sheehy, K. (2004) *Policy and Power in Inclusive Education: Values into Practice* Routledge Falmer

Tennant, M. (1997) *Psychology and Adult Learning*. London: Routledge

Tett, T. *Community Education, Lifelong Learning and Social Inclusion (Policy & Practice in Education)* (2007) Dunedin Academic Press; 2New Ed edition

Unwin, L. and Wellington, J. (2000) *Young People's Perspectives on Education, Training and Employment*. London: Kogan Page

Wallace, S. (2007) *Teaching, Tutoring and Training in the Lifelong Learning Sector (3rd Edition)* Learning Matters. ISBN 9780844450909

Wallace, S. (2001) *Teaching and Supporting Learning in Further Education: Meeting the FENTO Standards (Further Education)* Learning Matters Ltd. ISBN-10: 1903300282 ISBN-13: 978-1903300282

Wallace, S. (2005) *Teaching and Supporting Learning in Further Education* Learning Matters Ltd. ISBN-10: 1844450392 ISBN-13: 978-1844450398

Fichtman Dana, N. and Yendol-Hoppey, D. (Corwin Press) *The Reflective Educator's Guide to Classroom Research: Learning to Teach and Teaching to Learn Through Practitioner Inquiry* ISBN-10: 0761946462 ISBN-13: 978-0761946465

Please note that there are no references to texts on referencing. Harvard is often quoted as the preferred system but it should be noted that there is no single interpretation of the Harvard System and so the student teacher should discuss, with their assessor, the system they should use. There are many University websites which produce information on referencing and these can be useful as exemplars.

Websites

www.ocr.org.uk OCR web site

www.qca.org.uk Qualifications and Curriculum Authority

www.dfes.gov.uk Department for Children, Schools and Families (Formerly Department for Education and Skills (DfES))

www.gtce.org.uk General Teaching Council for England

www.gtcs.org.uk General Teaching Council for Scotland

www.gtcw.org.uk General Teaching Council for Wales

www.gtcni.org.uk General Teaching Council for Northern Ireland

www.estyn.gov.uk The Office of Her Majesty's Chief Inspector for Education and Training in Wales

www.ofsted.gov.uk The Office for Standards in Education.

www.hmie.gov.uk Her Majesty's Inspectorate of Education (Scotland)

www.bradfordcollege.ac.uk/college/research/allpd/Glossary.htm#approaches Action Learning for Lifelong Professional Development site of Bradford College

www.ifal.org.uk/faq.html The website of the International Forum for Action Learning, this particular link is to the FAQs section.

www.aare.edu.au/01pap/sel01575.htm A paper by Caroline Selepe on action research in education.

Assessment Criteria, Knowledge and Evidence Linked to Practice

1.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
1.1	Analyse the key features and purpose of action research.	Understand the models of action research.	<p>A review of action learning principles, and models providing an analysis of the key features and their application.</p> <p>Review of action learning cycles providing an analysis of the key features and their application.</p> <p>Review of action learning models providing an analysis of the key features and how they impact upon the conduct of the action sets and the possible outcomes.</p> <p>A professional discussion with peers or assessor reviewing action learning approaches.</p> <p>A presentation to peers and/or line managers.</p> <p>The student teacher may provide evidence in a video or digital</p>
1.2	Analyse key features of the action research cycle.	Understand the principles of action learning.	
1.3	Identify and evaluate the implications of a model for action research.	<p>Understand the rationale of action learning in respect of problem-solving in the work place.</p> <p>Understand the stages of the action learning cycle.</p> <p>Recognise the differences and similarities between a range of action research cycle definitions.</p> <p>Understand a range of models of action research.</p> <p>Recognise the value and challenges of a particular model.</p>	

			format but the content should reflect the length of report or presentation given above
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2.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
2.1	Select and justify choice of an appropriate area of own practice for action research.	Define a number of possible areas of own practice which could gain from action research.	Review of student teacher's own practice to identify opportunities for action research. It should include an analysis of strength of each opportunity and the perceived barriers to success. From this, a final choice should be made on the appropriate area for research. A review of: the student teacher's plan, with rationale for an appropriate intervention strategy, the implementation plan and report on the success or otherwise of the plan and recommendations for the future. A professional discussion with peers or assessor reviewing action learning approaches. A presentation to peers and/or line managers.
2.2	Plan and demonstrate implementation of a clear intervention strategy.	Understand the requirements of action learning, including the engagement of other practitioners in learning sets.	
2.3	Justify the chosen intervention strategy and timescales.	Recognise a range of intervention strategies relevant to the action research of the student teacher.	
2.4	Discuss ethical and political considerations and issues of confidentiality, explaining how these will be observed in practice.	Understand that such strategies may need to change over time. Understand the principles of planning and implementation in terms of action research. Understand a range of intervention strategies relevant to action learning. Recognise the need to set sensible timescales to ensure that the results of the intervention are reliable and useful. Recognise the importance of adopting the correct intervention strategy.	

		<p>Understand the appropriate ethical codes of relevant Professional, Statutory and Regulatory Bodies (PSRBs), in respect of ethical issues surrounding research.</p> <p>Understand any institutional requirements in respect of consideration of ethical issues.</p> <p>Understand the need for confidentiality in respect of individuals and cases.</p> <p>Define ways in which anonymity, confidentiality and other ethical imperatives can be achieved without compromising the research activity.</p>	<p>The student teacher may provide evidence in a video or digital format but the content should reflect the length of report or presentation given above</p> <p>A review of: the student teacher's rational for the choice of intervention strategy. A plan, possibly including a Gantt Chart of the proposed timescales, with rationale and examination of milestones and remedial activity, if required.</p> <p>A review of: the student teacher's research proposal, in terms of the requirements of PSRBs and institutional ethical requirements and conditions, together with those of confidentiality and anonymity. The review must include the student's teacher's plans and procedures for maintaining an ethical stance in relation to the research.</p> <p>A professional discussion with peers or assessor reviewing action learning approaches.</p> <p>A presentation to peers and/or</p>
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			<p>line managers.</p> <p>The student teacher may provide evidence in a video or digital format but the content should reflect the length of report or presentation given above/</p>
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3.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
3.1	Identify and draw on appropriate and relevant literature, demonstrating use of standard referencing methods.	Understand the principles of referencing under the Harvard system.	The text and references for any of the reports and reviews which make up the student teacher's action learning project.
3.2	Evaluate a range of methods of qualitative and quantitative data collection, comparing advantages and disadvantages.	Recognise that referencing systems can be adapted to for a particular institution.	A review of: the student teacher's research proposal, in terms of their analysis of the types of data they expect to collect together with the rationale for their choices based upon a comparison of a range of methods.
3.3	Explain and justify choice of methods selected for own research.	Understand the need to identify the precise rules of the system of referencing to be used.	A professional discussion with peers or assessor reviewing action learning approaches.
		Understand the difference between qualitative and quantitative data.	A presentation to peers and/or line managers.
		Understand the value of qualitative and quantitative data.	
		Understand a range of methods of collecting qualitative and quantitative data.	
		Understand the difference between qualitative and quantitative data.	

		<p>Understand the value of qualitative and quantitative data.</p> <p>Understand a range of methods of collecting qualitative and quantitative data.</p>	<p>The student teacher may provide evidence in a video or digital format but the content should reflect the length of report or presentation given above</p>
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4.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
4.1	Discuss ways in which collected data may be analysed.	Understand the range of ways that qualitative data can be analysed and the value of such methods in the particular circumstances of the action research being undertaken.	A review of: the student teacher's research proposal, in terms of their critique of the types of data analyses which may be appropriate for the types of data that they expect to collect, based upon a comparison of a range of methods.
4.2	Collect, present and analyse appropriate data.	<p>Understand the range of ways that quantitative data can be analysed and the value of such methods in the particular circumstances of the action research being undertaken.</p> <p>Understand the range of ways that qualitative data can be analysed and the value of such methods in the particular circumstances of the action research being undertaken.</p> <p>Understand the range of ways that quantitative data can be analysed and the value of such methods in the particular circumstances of the action research being undertaken.</p> <p>Understand the difference between qualitative and quantitative data.</p> <p>Understand the value of qualitative and quantitative data.</p> <p>Understand a range of methods of collecting qualitative and</p>	<p>A review of: the student teacher's research report on the choice, collection and analyse of data.</p> <p>A professional discussion with peers or assessor reviewing action learning approaches.</p> <p>A presentation to peers and/or line managers.</p> <p>The student teacher may provide evidence in a video or digital</p>

		quantitative data.	format but the content should reflect the length of report.
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5.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
5.1	Report clearly and objectively on results achieved, identifying and discussing conclusions reached.	Understands the importance of succinct and lucid communication.	The findings, results and conclusions section of the student teacher's action learning research, paper, report or theses.
5.2	Recommend and justify action to be taken based on these conclusions.	<p>Understands the importance of objectivity in the conducting and reporting of research.</p> <p>Recognises the importance of deducing the conclusions directly from the results of research.</p> <p>Recognise the importance of basing all recommendations for future actions are clearly based upon the conclusions.</p>	<p>A review of the conclusions, recommendation and/or action sections of the student teacher's research report, paper or dissertation.</p> <p>A presentation to peers and/or line managers.</p> <p>The student teacher may provide evidence in a video or digital format but the content should reflect the length of report.</p>

6.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
6.1	Evaluate own approaches, strengths and development needs in relation to action research.	Understand the importance of self-reflection throughout the action learning process.	A self-reflection on the strengths and weakness of the action learning process as experienced by the student teacher.
6.2	Plan opportunities to develop and improve own skills in action research.	<p>Understand the concepts and principles of action learning.</p> <p>Understand the need for continuous personal development in all areas of professional development and in action learning in particular.</p> <p>Understand the organisation's appraisal and staff development policies.</p> <p>Know the staff development opportunities in terms of funding and programme of study in relation to action learning.</p>	<p>Identifying own role in the achievement the positive and negative outcomes of the experience.</p> <p>A presentation to peers and/or line managers.</p> <p>The student teacher's own self-assessment plan for continuous professional development.</p> <p>An appraisal report on future staff development and the rationale for the request.</p> <p>The student teacher may provide evidence in a video or digital format but the content should reflect the length of report.</p>