OTHM LEVEL 4 CERTIFICATE IN EQUALITY, DIVERSITY AND INCLUSION

Qualification Number: 610/3484/8

Specification | **DECEMBER 2023**

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QUALIFICATION OBJECTIVES

The objective of the OTHM Level 4 Certificate in Equality, Diversity and Inclusion is to develop learners' knowledge and understanding of how to effectively promote and review equality, diversity and inclusive practice in a learning environment.

Through the course of this qualification learners' will explore how to analyse and implement regulatory frameworks, collaborate with colleagues to assist lifelong learning and review their own practice to ensure the promotion of a learning environment that values equality, diversity and inclusivity.

Successful completion of this qualification will allow learners to work in a variety of roles that require detailed knowledge of equality, diversity and inclusive practice.

QUALITY, STANDARDS AND RECOGNITIONS

OTHM Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit the Register of Regulated Qualifications.

REGULATORY INFORMATION

Qualification Title	OTHM Level 4 Certificate in Equality, Diversity and Inclusion
Ofqual Qualification Number	610/3484/8
Regulation Start Date	28/11/2023
Operational Start Date	04/12/2023
Total Credit Value	36 Credits
Total Qualification Time (TQT)	360 Hours
Guided Learning Hours (GLH)	125 Hours
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

EQUIVALENCES

OTHM qualifications at Level 4 represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent to Higher National Certificates (HNC) and Year 1 of a three-year UK Bachelor's degree programme.

QUALIFICATION STRUCTURE

The OTHM Level 4 Certificate in Equality, Diversity and Inclusion qualification consists of 3 mandatory units, 36 credits, 360 hours Total Qualification Time (TQT) and the recommended Guided Learning Hours (GLH) for this qualification is a minimum of 125 hours.

All units are mandatory.

Unit Ref No	Unit Title	Level	Credit	GLH	TQT
F/618/2814	Equality and Diversity	4	6	25	60
H/650/6832	Inclusive Practice	4	15	50	150
R/618/2820	Action Research	5	15	50	150

DEFINITIONS

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time is comprised of the following two elements –
   a) *the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*

   b) *an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

(Ofqual 15/5775 September 2015)

Guided Learning Hours (GLH) are defined as the hours that a teacher, lecturer or other member of staff is available to provide immediate teaching support or supervision to a learner working towards a qualification.

Credit value is defined as being the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

ENTRY REQUIREMENTS

This qualification is designed for learners who are typically aged 19 and above.

The entry profile for learners **must** include:

• Being 19 years old or older at the beginning of the course
• Minimum core of literacy, language, numeracy and ICT
• A minimum of a Level 3 qualification in their own area of specialism

Or the following:

• Be mature learners (over 21) with relevant management experience (learners must check with the delivery centre regarding this experience prior to registering for the programme)

English requirements: If a learner is not from a majority English-speaking country, they must provide evidence of English language competency. For more information visit the English Language Expectations page on the OTHM website.

DELIVERY OF OTHM QUALIFICATIONS

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM centres are free to deliver this qualification using any mode of delivery that meets the needs of their learners. However, OTHM centres should consider the learners' complete learning experience when designing the delivery of programmes.

It is important that centres develop an effective delivery method to teaching and learning that supports the progression and stretch of learners.

OTHM Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practicable to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided Learning Hours (GLH) which are listed in each unit gives centres the number of hours of teacher-supervised or direct study time likely to be required to teach that unit.

ASSESSMENT AND VERIFICATION

All units within this qualification are assessed and internally quality assured by the centre and externally verified by OTHM. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' for a unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Judgement that the learners have successfully fulfilled the assessment criteria is made by the assessor.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document. These are made available to centres immediately after registration of one or more learners.

The assessor should provide an audit trail showing how the judgement of the learners' overall achievement has been arrived at.

Assessment Tracking and Recording Learner Progress

It is necessary to track and record learner achievement throughout the delivery period of the Certificate and this should not be left until the end of the course.

This will include requalification gular review of learner work through formative and summative assessment and internal quality assurance at planned intervals during the programme:

- before decisions have been made on any unit

- sampling evidence once one the first unit or assignment has been completed

Tracking learner progress, recording the achievement of each learner per criteria on a unit-by-unit basis ensures:

- the assessment evidence is clearly measured against national standards

- learner progress is accurately tracked

- the assessment process can be reliably verified

- evidence is valid, authentic and reliable for the safety of certification

- identification of which assessments are outstanding

- internal verification is timely

- samples for standards verification and other external audits can be made available as required

- up to date, securely stored assessment records help to minimise the risk of assessment malpractice and potential issues; maintaining the integrity of the qualification.

Tutors/Assessors should provide learners with formative and summative feedback to aid development during their studies.

Formative Assessment

Formative assessment is an integral part of the assessment process, involving both the Tutor/Assessor and the learner about their progress during the course of study.
Formative assessment takes place prior to summative assessment and focuses on helping the learner to reflect on their learning and improve their performance and does not confirm achievement of grades at this stage.

The main function of formative assessment is to provide feedback to enable the learner to make improvements to their work. This feedback should be prompt so it has meaning and context for the learner and time must be given following the feedback for actions to be complete. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement.

All records should be available for auditing purposes, as we may choose to check records of formative assessment as part of our ongoing quality assurance.

Summative Assessment

Summative assessment is used to evaluate learner competence and progression at the end of a unit or component. Summative assessment should take place when the assessor deems that the learner is at a stage where competence can be demonstrated.

Learners should be made aware that summative assessment outcomes are subject to confirmation by the Internal Verifier and External Quality Assurer (EQA) and thus is provisional and can be overridden. Assessors should annotate on the learner work where the evidence supports their decisions against the assessment criteria. Learners will need to be familiar with the assessment and grading criteria so that they can understand the quality of what is required.

Evidence of both formative and summative assessment MUST be made available at the time of external quality assurance – EQA.

RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

Recognition of Prior Learning (RPL) is a method of assessment that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:

● Accreditation of Prior Learning (APL)

● Accreditation of Prior Experiential Learning (APEL)

● Accreditation of Prior Achievement (APA)

● Accreditation of Prior Learning and Achievement (APLA)

All evidence must be evaluated with reference to the stipulated learning outcomes and assessment criteria against the respective unit(s). The assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria at that particular level.

Most often RPL will be used for units. It is not acceptable to claim an entire qualification through RPL. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit. This may include a combination of units where applicable.

EQUALITY AND DIVERSITY

OTHM provides equality and diversity training to staff and consultants. This makes clear that staff and consultants must comply with the requirements of the Equality Act 2010, and all other related equality and diversity legislation, in relation to our qualifications.

We develop and revise our qualifications to avoid, where possible, any feature that might disadvantage learners because of their age, disability, gender, pregnancy or maternity, race, religion or belief, and sexual orientation.

If a specific qualification requires a feature that might disadvantage a particular group (e.g. a legal requirement regarding health and safety in the workplace), we will clarify this explicitly in the qualification specification.

UNIT SPECIFICATIONS

Equality and Diversity

Unit Reference Number	F/618/2814
Unit Title	Equality and Diversity
Unit Level	4
Number of Credits	6
Total Qualification Time (TQT)	60
Guided Learning Hours (GLH)	25
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Type	Pass / Fail

Unit Aims

The aim of this unit is to enable the learner to understand how to promote equality and value diversity. Learners will also understand how to work with others to do this and review the contribution of their own practice.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand the key features of a culture which promotes equality and values diversity	1.1 Define the meanings of equality and diversity in the UK context. 1.2 Analyse the benefits of promoting equality and diversity for individual learners. 1.3 Define legislation, employment regulations and codes of practice relevant to the promotion of equality and valuing of diversity.	Define the meanings of equality and diversity in the UK context: Strands of diversity (age, gender, religious belief, ethnicity, disability, sexual orientation, socio-economic status), definitions of equality and equal opportunities, definition of diversity, legislation relating to equality and diversity (E&D), reactive and proactive approaches to E&D. Analyse the benefits of promoting equality and diversity for individual learners: Benefits (enhanced cultural diversity, empowerment, increased involvement in society, improved employment opportunities, addressing barriers to learning (instructional, social,

		cultural, and personal)), recruitment, retention and achievement, common inspection framework, Equality and Human Rights Commission. Define legislation, employment regulations and codes of practice relevant to the promotion of equality and valuing of diversity: Equality and Human Rights Commission, equality legislation, organisational policies (E&D policy, anti-bullying policy, anti-harassment policy, codes of practice, disciplinary process, co
2. Understand the importance of promoting equality and valuing diversity in lifelong learning.	2.1 Reflect on how the promotion of equality and diversity can protect learners from risk of harm 2.2 Explain actions that can be taken to value individual learners. 2.3 Explain good practice in providing individual learners with information.	Reflect on how the promotion of equality and diversity can protect learners from risk of harm: Equality and Human Rights Commission, legislation (equality), organisational policies (E&D policy, anti-bullying policy, anti harassment policy, codes of practice, disciplinary process, complaints, and appeals process), challenging stereotypes, challenging inappropriate behaviour and/or language. Explain actions that can be taken to value individual learners: Proactive management, individual learning plans, different methods of learning and teaching to accommodate individual learners' needs, adapting assessment methods to accommodate individual learners' needs, creating and adapting resources to avoid stereotyping, creating and adapting resources to ensure they are suitable for individual learners' needs. Explain good practice in providing individual learners with information: Information, advice and guidance, codes of practice and good practice guides, verbal and non-verbal communication skills, good practice relating to providing feedback, written communication skills.

3. Be able to promote equality and value diversity.	3.1 Use communication strategies to promote equality and diversity. 3.2 Analyse how own behaviour can impact an organisation's culture in relation to equality and diversity. 3.3 Explain how working with other agencies can promote diversity.	Use communication strategies to promote equality and diversity: Verbal and non-verbal communication skills, written communication, pitching communication at appropriate levels for the learners, acknowledging diversity in preparing resources, stereotyping, adapting resources to support individual learners, understanding cultural variation in language (language structure and gestures), referral agencies, different forms of communicating (posters, newsletters, e-mail, presentation, report). Analyse how own behaviour can impact on an organisation's culture in relation to equality and diversity: Personal values and beliefs, self reflection, organisational, formal culture (power culture, role culture, task culture, person culture), informal culture (routines, rituals, stories, symbols, measurement, and reward systems). Explain how working with other agencies can promote diversity: Liaison with other professionals, referral agencies, increased knowledge of other organisations (government and regional agencies, cultural groups, local societies, religious organisations, schools)
4. Understand how to help others in the promotion of equality and valuing of diversity.	4.1 Describe actions taken by individuals which can undermine equality and diversity. 4.2 Recommend modifications to systems and structures which do not promote equality and diversity.	Describe actions by individuals which can undermine equality and diversity: Stereotyping, discrimination (direct and indirect), bullying, harassment. Recommend modifications to deal with systems and structures which do not promote equality and diversity. Internal systems and processes, common inspection framework, equality legislation and its associated amendments, codes of practice, disciplinary process, complaints, and appeals process.

5. Be able to review own contribution to promoting equality and valuing diversity in lifelong learning.	5.1 Reflect on own strengths in promoting equality and valuing diversity. 5.2 Evaluate the impact of own practice in promoting equality and valuing diversity. 5.3 Identify areas for further personal development in promoting equality and valuing diversity.	Reflect on own strengths in promoting equality and valuing diversity: Self-reflection, obtaining feedback from a range of suitable sources (learners, peers, managers, awarding bodies, internal observations). Evaluate the impact of own practice in promoting equality and valuing diversity: Evaluation techniques (Brookfield's lenses), obtaining feedback from a range of suitable sources (learners, peers, managers, awarding bodies). Identify areas for further personal development in promoting equality and valuing diversity: Action planning, SMART targets (specific, measurable, achievable, realistic, timely).

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
LO1 to LO5	All ACs under LO1 to LO5	Case Study	3500 words

Indicative Reading List

Avis J, Fisher R and Thompson R (eds). (2009). Teaching in Lifelong Learning: A Guide to Theory and Practice. Open University Press.

Beere J. (2010). The Perfect (Ofsted) Lesson. Crown House Publishing.

Gadsby C. (2012). Perfect Assessment for Learning. Independent Thinking Press.

Gould J. (2012). Learning Theory and Classroom Practice in the LLLS. Learning Matters.

Petty G. (2009). Evidence-Based Teaching: A Practical Approach, Second Edition. Nelson Thornes.

Powell S and Tummons J. (2011). Inclusive Practice in the Lifelong Learning Sector (Achieving QTLS), 1st Edition. Learning Matters.

Rix, J., Nind, M., Sheehy K. and Simmons, K. (2010). Equality, Participation and Inclusion: 1, Diverse Perspectives. Open University.

Wallace S. (2011). Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition. Learning Matters.

Wright, A-M., Colquhoun, S. and Speare, J. (2007). FE Lecturer's guide to Diversity and Inclusion. Continuum.

Inclusive Practice

Unit Reference Number	H/650/6832
Unit Title	Inclusive Practice
Unit Level	4
Number of Credits	15
Total Qualification Time (TQT)	50
Guided Learning Hours (GLH)	150
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Type	Pass / Fail

Unit Aims

The aim of this unit is to develop your knowledge and understanding of inclusive practice. You will learn about factors influencing learning, and legislation relating to inclusive practice. You will also cover the roles and responsibilities relating to inclusive practice, how to create and maintain an inclusive environment and how to evaluate your own inclusive practice.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand factors which influence learning.	1.1 Review the impact of personal, social, and cultural factors on learning. 1.2 Review the impact of different cognitive, physical, and sensory abilities on learning.	Impact of personal, social, and cultural factors on learning: Different teaching and learning methods to accommodate different learning preferences and different abilities and/or needs (including one-to-one, paired work, small group teaching, whole group teaching), minimising potential institutional/social/cultural/personal barriers to learning, Bloom's Taxonomy of Learning (categorisation of objectives, knowledge, comprehension, application, analysis, synthesis, evaluation), differentiated outcomes, embedding language/literacy/ numeracy

		(LLN), different assessment methods, legislation impacting on practice. Impact of different cognitive, physical, and sensory abilities on learning: Learning theory (andragogy, behaviourism, cognitivism, humanism, socially situated learning), motivation theory (e.g., Maslow, Herzberg, McGregor).
2. Understand the impact of policy and regulatory frameworks on inclusive practice.	2.1 Summarise policy and regulatory frameworks relating to inclusive practice. 2.2 Explain how policy and regulatory frameworks influence organisational policies relating to inclusive practice. 2.3 Explain how policy and regulatory frameworks influence our own inclusive practice.	Policy and regulatory frameworks: Legislation and codes of practice (health and safety, equal opportunities), own role in promoting equality (teaching materials, translating legislation in practice, diversity and inclusion, impact on teaching and classroom practice, range of differences which might present in a classroom situation), promoting (data protection, consumer legislation and other legislation relating to subject specialism), regulatory requirements (safeguarding, child protection), make a positive contribution, record keeping, codes of practice (Education and Training Foundation, subject specialist codes of practice), boundaries of teaching role. Influence of policy and regulatory frameworks on organisational policies: Legislation and codes of practice (health and safety, equal opportunities), own role in promoting equality (teaching materials, translating legislation in practice, diversity and inclusion, impact on teaching and classroom practice, range of differences which might present in a classroom situation), promoting (data protection, consumer legislation and other legislation relating to subject specialism), regulatory requirements (safeguarding, child protection), make a positive contribution, achieve, and enjoy, achieve economic wellbeing, record keeping, codes of practice (Education and Training Foundation, subject specialist codes of

		practice), boundaries of teaching role. Influence of policy and regulatory frameworks on inclusive practice: Legislation and codes of practice (health and safety, equal opportunities), own role in promoting equality (teaching materials, translating legislation in practice, diversity and inclusion, impact on teaching and classroom practice, range of differences which might present in a classroom situation), promoting (data protection, consumer legislation and other legislation relating to subject specialism), regulatory requirements (safeguarding, child protection), make a positive contribution, achieve, and enjoy, record keeping, codes of practice (Education and Training Foundation, subject specialist codes of practice), boundaries of teaching role.
3. Understand roles and responsibilities relating to inclusive practice.	3.1 Summarise own role and responsibilities relating to inclusive practice. 3.2 Explain the relationship between own role and the roles of other professionals involved in inclusive practice. 3.3 Identify points of referral available to meet individual learning needs.	Summarise role and responsibilities: Teaching and training cycle (identify needs, plan, design, deliver, assess, evaluate), Information, Advice and Guidance (IAG), signposting, liaising with other professionals, meeting organisation requirements, systems, procedures, maintaining standards, quality assurance, keeping records, registers, results, health and safety in the workplace, policies and practice in organisations, own professional requirements. Relationship between role and roles of other professionals: Role of collegiality and collaboration in local and regional areas, role of support agencies, learner referral, signposting, learner support opportunities, learning support opportunities, the different teams with which you interact in your daily work (e.g., external support agencies, external regulatory bodies, internal administrative support, internal quality assurance teams), limits of

		responsibility. Points of referral: Identifying support needs of learners, screening, initial assessment, diagnostic assessment, identifying key staff within organisations responsible for referral, identifying sources of learner support and learning support.
4. Understand how to create and maintain an inclusive learning environment.	4.1 Review key features and benefits of an inclusive learning environment 4.2 Analyse ways to promote equality and value diversity. 4.3 Analyse ways to promote inclusion. 4.4 Review strategies for effective liaison between professionals involved in inclusive practice	Key features and benefits: Organisational policy and practice, classroom management, motivational theory (e.g. Maslow), engagement, participation, achievement, inclusive language, representation of cultural differences, avoiding stereotyping, access. Equality and diversity: Protected characteristics (e.g., race, gender, disability, age, religion, or belief, sexual orientation, transexuality, maternal status, marital status, civil partnership status), equality act, equal opportunities and equality and diversity policies, inclusion, differentiation, schemes of work, lesson planning, different teaching and learning methods to accommodate different learning preferences and different abilities and/ or needs (including one-to-one, paired work, small group teaching, whole group teaching), minimising potential institutional/ social/cultural/personal barriers to learning, Bloom's Taxonomy of Learning (categorisation of objectives, knowledge, comprehension, application, analysis, synthesis, evaluation), differentiated outcomes, embedding language/literacy/ numeracy (LLN), different assessment methods, legislation impacting on practice. Promote inclusion: Learning preferences, different teaching and learning methods (strengths and limitations, classroom management, lesson planning,

		extension activities, differentiated outcomes), Blooms' Taxonomy of Learning (categorisation of objectives – knowledge, comprehension, application, analysis, synthesis, evaluation), SMART objectives (Specific, Measurable, Achievable, Relevant, Timely), self-reflection. Review strategies for effective liaison: Teachers, mentors, learning support specialists, written/verbal/nonverbal communication, range of media.
5. Understand how to evaluate own inclusive practice.	5.1 Review the effectiveness of own inclusive practice. 5.2 Identify own strengths and areas for improvement in relation to inclusive practice. 5.3 Plan opportunities to improve own skills in inclusive practice.	Effectiveness of inclusive practice: Models of reflection (e.g., Schön, Gibbs, Brookfield, Johns, Atkins, and Murphy), self-reflective practice, models of evaluation (e.g. Kirkpatrick), learner evaluation (qualitative information), programme evaluation (qualitative and quantitative information), identifying assessment outcomes as basis for improvement/target setting. Identify strengths and areas for improvement: Models of reflection (e.g., Schön, Gibbs, Brookfield, Johns, Atkins and Murphy), self-reflective practice, models of evaluation (e.g. Kirkpatrick), learner evaluation (qualitative information), programme evaluation (qualitative and quantitative information), identifying assessment outcomes as basis for improvement/target setting. Plan opportunities to improve skills: Action planning, setting SMART targets (specific, measurable, achievable, realistic, timely), strengths and limitations of own skills and knowledge (e.g., experience, qualifications, currency of skills and knowledge), liaison with other agencies/learning professionals and current research relating to inclusive practice.

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
LO1	All AC's under LO1	Case Study	1000 words
LO2	All AC's under LO2	Report	1000 words
LO3 and LO4	All AC's under LO3 and LO4	Presentation	800 words of speaker notes
LO5	All AC's under LO5	Report	1000 words

Indicative Reading List

Avis J, Fisher R and Thompson R (eds) – Teaching in Lifelong Learning: A Guide to Theory and Practice, 3rd edition (Open University Press, 2018)

Cohen L, Manion L, and Morrison K – A Guide to Teaching Practice, 5th edition (Routledge, 2011)

Duckworth V, Wood, J, Dickinson J & Bostock J – Successful Teaching Practice in the Lifelong Learning Sector (Learning Matters, 2010)

Gould J – Learning Theory and Classroom Practice in the Lifelong Learning Sector: Achieving Qtls Series (Learning Matters, 2012)

Gravells A - Principles and Practices of Teaching and Training: A guide for teachers and trainers in the FE and skills sector (Further Education and Skills) (Sage 2007)

Gravells A and Simpson S – -The Certificate in Education and Training Learning Matters, 2014)

Grifith A and Burns M – Outstanding Teaching: Engaging Learners (Crown House Publishing, 2012) Hattie J – Visible Learning for Teachers: Maximising Impact on Learners (Routledge, 2012)

Illeris K – Contemporary theories of learning: learning theorists: in their own words (Routeledge, 2018)

Karl A and Riley A - Understanding and Using Educational Theories, 2nd Edition (Sage 2018)

Keeley-Browne L – Training to Teach in the Learning and Skills Sector (Pearson, 2007)

Machin I and Hindmarch D - A Complete Guide to The Level 5 Diploma in Education and Training (Further Education), 3rd Edition (Critical 2020)

Petty G – Teaching Today: A Practical Guide (Oxford University Press, 2014)

Powell S and Tummons J – Inclusive Practice in the Lifelong Learning Sector (Achieving QTLS), 1st Edition (Learning Matters, 2011)

Reece I and Walker S – Teaching, Training and Learning: A Practical Guide (Business Education, 2007) Wallace S – Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition (Learning Matters, 2011)

Action Research

Unit Reference Number	R/618/2820
Unit Title	Action Research
Unit Level	5
Number of Credits	12
Total Qualification Time (TQT)	150
Guided Learning Hours (GLH)	50
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Type	Pass / Fail

Unit Aims

The unit aims to enable learners 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. It also involves evaluating own practice in relation to action research.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand the purpose and nature of action research.	1.1 Explain the purpose of action research. 1.2 Analyse key features of the action research process. 1.3 Analyse the implications of a model 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.
2. Be able to initiate action research.	2.1 Justify own choice of an area of practice for action research. 2.2 Plan a clear intervention strategy. 2.3 Justify the choice and timescales of an intervention strategy. 2.4 Explain how ethical and political considerations and issues of confidentiality will be observed in practice. 2.5 Implement a clear intervention strategy.	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.

3. Understand ways of carrying out action research.	3.1 Evaluate methods for action research. 3.2 Evaluate methods of collecting qualitative and quantitative data. 3.3 Review ways in which collected data may be analysed.	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.
4. Be able to carry out action research.	4.1 Draw on selected literature relating to an area of practice for action research. 4.2 Justify own choice of methods selected for action research. 4.3 Collect data relating to an area of practice for action research. 4.4 Analyse data collected from action research. 4.5 Present data collected from action research. 4.6 Draw conclusions based on findings from 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.

5. Be able to present the outcomes of action research.	5.1 Report own findings and conclusions from action research. 5.2 Justify own recommendations for action to be taken based on conclusions from 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.
6. Be able to evaluate own practice in relation to action research.	6.1 Analyse the effectiveness of own practice in relation to action research. 6.2 Identify own strengths and areas for improvement in relation to action research. 6.3 Plan opportunities to improve own skills in 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.

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
LO 1 to LO6	All ACs under LO1 to LO6	Research Proposal	3500 words

Indicative Reading List

Bryman, Alan and Emma Bell (2015). Business Research Methods (4 th ed.). Oxford: Oxford University Press.

Chilsa, B. (2012). Indigenous Research Methodologies. London: Sage.

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IMPORTANT NOTE

Whilst we make every effort to keep the information contained in programme specification up to date, some changes to procedures, regulations, fees matter, timetables, etc may occur during the course of your studies. You should, therefore, recognise that this booklet serves only as a useful guide to your learning experience.

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