

Title	Demonstrate knowledge of approaches to research in education		
Level	7	Credits	20

Purpose	People credited with this unit standard are able to: critically appraise approaches to research; evaluate one approach to research in education; discuss a research methodology in education; critique the validity and relevance of research techniques in education; and prepare a research proposal in education.
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Classification	Generic Education and Training > Research in Education
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Available grade	Achieved
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Guidance Information

- 1 This standard is for those who need to demonstrate a knowledge of the theory and practice of research. It is one of four standards that provide a comprehensive package for people wanting to demonstrate knowledge of research, apply that knowledge to a research project and undertake a significant piece of research. The other three standards are: Unit 9186, *Conduct a research project in education*; Unit 9189, *Evaluate and interpret research reports in education*; and Unit 9192, *Demonstrate knowledge of ethics in research in education*.
- 2 **Definitions**
Critical appraisal is an analytic process which involves identifying, clarifying, and verifying claims and testing the logic of the reasoning that links these claims to conclusions.
Organisational requirements refer to the policies, procedures, and reporting requirements of the provider, client organisation and/or standard setting body.
Research approaches, often referred to as research paradigms or traditions, refer to a fundamental broad approach to research, from positivist to phenomenological.
Research methodology is a theory and analysis of how research does or should proceed, examples are: experimental, constructivist, feminist, post-structural.
Research techniques, often referred to as research methods, which may be qualitative and/or quantitative refer to a way of proceeding in gathering evidence such as: listening to, or interviewing subjects; observing behaviour; or examining historical traces and records; examples include: interviewing, observation, questionnaires, textual analysis, experiment.
- 3 Literature related to approaches to research in education includes but is not limited to: research papers; journals of relevant professional bodies; specialist academic publications including textbooks, databases, and discussion papers; proceedings of conferences, seminars, and workshops; and local, national, and international interest

groups. These include, but are not limited to: New Zealand, Australian, European and North American sources.

- 4 The classification of research approaches and methodologies is not consistent in literature. People credited with this standard are able to define major concepts in research approaches. The inter-relationships between these approaches may be defined in different ways.
- 5 Recommended prior skills and knowledge for this standard are covered in Unit 9192, *Demonstrate knowledge of ethics in research in education*, or demonstrate equivalent knowledge and skills.

Outcomes and performance criteria

Outcome 1

Critically appraise approaches to research in education.

Performance criteria

- 1.1 Appraisal demonstrates an awareness of the range of critical thought that challenges and supports the alternative paradigms (positivist and phenomenological), which direct research methodologies and interpretations.

Range positivist paradigms may include but are not limited to – surveys, experimental, longitudinal;
phenomenological paradigms may include but are not limited to – action research, grounded theory, ethnography, case studies.
Evidence of a minimum of two examples for each paradigm is required.

Outcome 2

Evaluate one approach to research in education.

Performance criteria

- 2.1 A research approach is identified and evaluated in terms of its appropriateness and validity to education.
- 2.2 Applications of the research approach are identified and discussed.

Outcome 3

Discuss a research methodology in education.

Range methodology to fall within the approach evaluated in outcome 2.

Performance criteria

- 3.1 A research methodology is identified and discussed in terms of its appropriateness and validity to education.
- 3.2 Applications of the methodology are identified and discussed.

Outcome 4

Critique the validity and relevance of research techniques in education.

Range qualitative or quantitative techniques associated with methodology discussed in outcome 3.
Evidence of three techniques is required.

Performance criteria

- 4.1 Relevant research techniques are identified for a selected research project.
- 4.2 Issues concerning the development and application of various research techniques are critiqued in terms of their validity and relevance to education.

Range may include but is not limited to – cultural sensitivity, ethics, logistics, sampling.

Outcome 5

Prepare a research proposal in education.

Performance criteria

- 5.1 Topic selected is within the field of education.
- 5.2 The topic is researchable within the prescribed methodology.
- 5.3 The proposed timeframe is realistic.
- 5.4 Proposal is presented in a format that accords with relevant organisational requirements.

Planned review date	31 December 2022
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	19 August 1997	31 December 2019
Review	2	23 April 1998	31 December 2019
Revision	3	16 July 2002	31 December 2019
Review	4	19 June 2009	31 December 2019
Rollover and Revision	5	17 May 2012	31 December 2019
Rollover and Revision	6	20 February 2014	31 December 2019
Review	7	28 September 2017	N/A

Consent and Moderation Requirements (CMR) reference

0045

This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

Please contact NZQA National Qualifications Services nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.