Republic of the Philippines
Department of Education
REGION X
DIVISION OF CAGAYAN DE ORO CITY

Office of the Schools Division Superintendent

ED DIVISION OF CAGAYAN DE ORO CITY
RELEASED
DATE: MAY 02 2022

April 27, 2022

DIVISION MEMORANDUM
No. 161 s. 2022

ADOPTING TOOLS TO IMPROVE QUALITY MANAGEMENT OF COMPLETED RESEARCH AT THE DEPARTMENT OF EDUCATION

To: Chief, Curriculum Implementation Division
Chief, School Governance and Operations Division
All Public Schools District Supervisors and Education Program Supervisors
All Public Elementary and Secondary School Heads and Teachers
All Non-teaching Personnel
This Division

1. Relative to the Regional Memorandum No. 254, s. 2022 and DepEd Order No. 028,s.2022, the field is hereby informed about the *Quality Control Checklist (QCC)* for completed basic and action research.

2. The checklists reinforce quality control in research management as per DepEd Order 16, s.2017 (Research Management Guidelines) and research portal content as per DepEd Order 14,s. 2022.

3. In adherence to Equal Opportunity Principle (EOP), inclusive and fair treatment shall be accorded to all concerned personnel/individuals regardless of disability, sexual orientation, gender, age, religion and ethnicity

4. For strict compliance.

CHERRY MAE L. LIMBACO-REYES
Schools Division Superintendent

Encl: as stated
Reference: RM 254,s.2022
To be indicated in the Perpetual Index
under the following subjects:
Governance
Basic Education Research quality control checklist

JDP/QCC
4-27-22

Address: Fr. William F. Masterson Ave., Upper Balulang, Cagayan de Oro City
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22-7469

Republic of the Philippines
Department of Education
REGION X – NORTHERN MINDANAO

DEPARTMENT OF EDUCATION
RECORDS SECTION, REGIONAL OFFICE NO. X
RELEASED
1970
By: Date: 4/26/22

April 25, 2022

REGIONAL MEMORANDUM
No. 254, s. 2022

ADOPTING TOOLS TO IMPROVE QUALITY MANAGEMENT OF COMPLETED RESEARCH AT THE DEPARTMENT OF EDUCATION

To: Assistant Regional Director
Schools Division Superintendents
All Others Concerned

1. Regarding the attached **DepEd Memorandum No. 028, s. 2022** titled **Adopting Tools to Improve Quality Management of Completed Research at the Department of Education**, this Office reminds the members of the Regional Research Committee (RRC), Schools Division Research Committee (SDRC), program holders, and researchers of the adoption of the tools.

2. Attached is the DepEd Memorandum for the complete details.

3. This Office directs the immediate and wide dissemination of this Memorandum.

DR. ARTURO B. BAYOCOT, CESO III
Regional Director

ATCH.: As stated
To be indicated in the Perpetual Index
under the following subjects:

RESEARCH QCC

PPRD/anne

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Republic of the Philippines
Department of Education

05 APR 2022

DepEd MEMORANDUM
No. 028 , s. 2022

ADOPTING TOOLS TO IMPROVE QUALITY MANAGEMENT OF COMPLETED RESEARCH AT THE DEPARTMENT OF EDUCATION

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) continues to strengthen the culture of research and evidence-based decision-making in basic education. Corollary to this, it issued DepEd Order (DO) No. 16, s. 2017 titled Research Management Guidelines (RMG) to establish a comprehensive framework for managing research including the Basic Education Research Fund (BERF), and DO 14, s. 2022 to establish *E-Saliksik* as its official portal of education research.

2. The RMG and Research Portal define quality management procedures in research. Particularly, the RMG adopts the rubric for appraising research proposals and mandates the monitoring of research project implementation and conduct of technical evaluation prior to acceptance of completed research. On the other hand, the Research Portal requires the quality control of its contents prior to archival in the platform. However, results from monitoring and consultation activities have indicated that these procedures could be significantly improved.

3. Consistent with DO 16, s. 2017 and DO 14, s. 2022, DepEd issues this Memorandum instituting the use of the Quality Control Checklist for Completed Basic and Action Research. This is expected to improve the implementation of the technical evaluation and provision of technical assistance of the RMG as well as quality control of Research Portal content by providing supplemental guidance to research committees and concerned DepEd offices across governance levels in evaluating completed research for acceptance and archiving.

4. For more information, please contact the **Planning Service-Policy Research and Development Division**, 2nd Floor, Alonzo Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at ps.prd@deped.gov.ph, or at telephone number (02) 8633-7257.

5. Immediate dissemination of this Memorandum is desired.

LEONOR MAGTOLIS BRIONES
Secretary

To authenticate this document, please scan the QR code DEPED-OSEC- 457190

Encl.:
As stated

Reference:
DepEd Order (No. 016, s. 2017)

To be indicated in the Perpetual Index
under the following subjects:

BUREAUS AND OFFICES
MONITORING AND EVALUATION
OFFICIALS
PROCEDURE
PROGRAMS
PROJECTS
RESEARCH OR STUDIES

MCDJ/APA/MPC, DO Adopting Tools to Improve Quality Management...
0090 – March 30, 2022

To authenticate this document, please scan the QR code DEPED-OSEC-457190

INSTRUCTIONS ON THE USE OF QUALITY CONTROL CHECKLISTS FOR COMPLETED BASIC AND ACTION RESEARCH

The Department of Education (DepEd) developed the Quality Control Checklist (QCC) for completed basic and action research to reinforce quality control in research management as per DepEd Order 16 s. 2017 known as the Research Management Guidelines (RMG) and quality control of Research Portal content as per DepEd Order 14 s. 2022. Particularly, it provides specific criteria and serves as a tool in evaluating the quality of completed research for acceptance and archiving in the Research Portal. It can also be used to identify the areas for technical assistance to researchers.

The QCC also complements existing standards of the RMG such as the rubric for appraising research proposals and minimum requirements of research report.

I. Scope of Use

The QCC shall be used in evaluating the quality of completed studies for:

a. **Acceptance of BERF-funded research by research committees starting FY 2022.** The QCC shall determine whether the completed research meets the minimum standards required for acceptance per DepEd Order 16, s. 2017; and

b. **Archiving in the Research Portal as stipulated in DepEd Order 14, s 2022.**

The QCC shall also be employed in identifying areas for technical assistance to grantees/researchers.

II. Type and Components of the QCC

In recognition of the key differences between the types of education research as per the RMG, two (2) different checklists with broadly similar criteria shall be used - one for completed basic research (Annex 1) and the other for completed action research (Annex 2). Both quality control checklists have the following parts:

a. **Information sheet** - contains basic information relating to the completed research and its proponents/grantees in a standardized format for ease of processing and archival.

b. **Score sheet** - contains the details of the quality review and the summary of evaluation results. It identifies the decision of the evaluator/s relative to the acceptance and/or archiving of the evaluated research.

c. **Checklist** - contains the criteria and standards of a quality research. While they capture the key differences of basic and action research, both checklists have broadly similar criteria and define quality research with 4Cs, namely:

(1) Credible - the research is rigorous, transparent and consistent;
(2) Communicable - the research is communicable and accessible;
(3) Contributory - the research is relevant, original, and generalizable, and (4) Conforming - the research is aligned with regulations, ethical and sustainable.

d. **Instruction guide** - contains the definition of the criteria in the checklist including their sub-characteristics, as well as the guide in determining the scale for evaluation. It is provided to ensure that evaluators are properly guided in evaluating completed research using the checklist. Evaluators shall examine holistically; they should use the criteria to evaluate every research in its entirety rather than breaking it up into individual parts.

III. Guidelines in Using the QCC

The following guidelines shall be observed in using the quality control checklists:

a. General

Consistent with the functions of research managers in the RMG, the following guidelines shall be observed in using the QCC for both the acceptance and archiving of research in the Research Portal:

1. In light of their mandate on research management, the National and Regional Research Committee (RRC) Secretariats and/or the Planning Service - Policy Research and Development Division (PS-PRD) and the Regional Office - Policy, Planning and Research Division (RO-PPRD) shall accomplish the QCC as a single body, i.e. one (1) checklist for the Secretariat or office. While they have the accountability in accomplishing the tool, they may engage one or more evaluators of completed research. If two or more evaluators will be engaged, evaluators shall deliberate towards a consensus regarding the comments/inputs to be and record their comments/inputs on each checklist item for the researcher's reference. "Consensus" shall be construed as a decision arrived at by all evaluators deciding together. They may establish their own rules of procedure by which the single checklist shall be accomplished, on the condition that these rules are disseminated to all stakeholders concerned. However, the RO-PPRD/RRC Secretariat shall furnish a copy of these procedures to PS-PRDD for oversight purposes. Also, no evaluator with conflict of interest relative to the research for evaluation shall be engaged.

2. In accomplishing the Remarks section, evaluators shall provide comments/inputs/recommendations as comprehensive as possible and specify the concerned section/part and page of the manuscript, as applicable.

3. The checklist shall be used alongside the instruction guide. As they familiarize themselves with its use and gain confidence in

their assessment abilities, evaluators may eventually be able to use the checklist without the aid of the instruction guide.

b. Evaluating BERF-funded research for acceptance starting FY2022

Consistent with Section V-B-vii of the RMG, the Secretariat of the National and Regional Research Committees shall use the QCC in the technical evaluation of completed research for acceptance, to wit:

1. For completed research under FY 2022 and onwards, the Secretariat and evaluators shall use and accomplish the appropriate QCC in the technical evaluation of completed basic or action research.

2. On the decision in the score sheet, they shall accomplish both "FOR ACCEPTANCE" and "FOR ARCHIVING". Completed research reports submitted for acceptance shall pass the technical evaluation only if they are marked as "Fully Evident" across all criteria. In accomplishing the decision box "FOR ARCHIVING", evaluators shall refer to the tiers of disclosure, namely: General Public Disclosure and Limited Public Disclosure, in DepEd Order 14 s. 2022.

3. Accordingly, the Secretariat shall endorse the completed research which passed the technical evaluation with the accomplished QCC to the Regional/National Research Committee for their review and acceptance. The Research Committee may use the minimum quality standards of the QCC in evaluating the completed research. If it has no other inputs/comments/recommendations, the Regional/National Research Committee shall accept the research. Otherwise, the completed research shall be returned to the researcher/grantee for revision.

4. If the completed research did not meet all the criteria of the QCC, the Secretariat shall return the completed research and accomplished QCC to the researcher/grantees for revision and resubmission until such time the completed research meets the minimum quality standards as per the QCC. To this end, the Secretariat, in coordination with the concerned research coordinator, is encouraged to provide the necessary technical assistance to researchers/grantees.

5. All completed research which was accepted by the Research Committee shall be appropriately archived consistent with the DepEd Orders 14 s.2022 and 16 s. 2017.

For accepted research using the QCC, there is no need for another quality control using the similar tool and standards for its archival.

Annex 3 illustrates the process flow in evaluating completed research using the QCC for acceptance.

The Secretariat of the Schools Division Research Committee may also adopt the QCC as a tool in identifying comments/recommendations, and areas for technical assistance to grantees/researchers as the latter complete/finalize their research.

c. Quality control of BERF-funded researches prior to FY2022

Consistent with Sections VI and VII of DepEd Order 14 s. 2022, content uploaders, the RO-PPRD and Central Office PS-PRD, shall use the QCC in evaluating the quality of completed BERF-funded research prior to FY2022 in the manner described to wit:

1. The RO-PPRD/PS-PRD shall use and accomplish the QCC in the quality control of BERF-funded researches prior to FY2022 for archival in the Research Portal.

2. On the decision in the score sheet, they shall accomplish "FOR ARCHIVING". Completed research reports submitted for archiving in the Research Portal shall pass the quality control only if they are marked as "Fully Evident" across all criteria. The RO-PPRD/PS-PRD shall classify the appropriate tier of disclosure of the research consistent with DepEd Order 14 s. 2022. Accordingly, the RO-PPRD/PS-PRD shall request the appropriate archival of the research in the Research Portal. The full report/paper of research that is classified for Limited Public Disclosure shall be archived through other established mechanisms such as offline.

3. The RO-PPRD/PS-PRD may also coordinate with the researcher/grantee if the latter is willing to revise and resubmit the completed research in light of the findings of the QCC. The RO-PPRD/PS-PRD shall review the revised research using the QCC for archiving in the Research Portal.

Annex 4 illustrates the process flow in the quality control of BERF-funded research prior to FY2022 for archival in the Research Portal.

d. Quality control of non-BERF funded researches for archival in the Portal

Consistent with Sections VI and VII of DepEd Order 14 s. 2022, non-BERF researches can be archived in the Portal when their authors/owners gave consent and upon compliance with the quality standards of DepEd. Hence, the RO-PPRD and PS-PRD, shall use the QCC in evaluating the quality of non-BERF funded researches for archiving in the Research Portal in the manner described to wit:

1. The RO-PPRD/PS-PRD shall use and accomplish the QCC in the quality control of non-BERF funded research for archiving in the Research Portal.

2. On the decision in the score sheet, they shall accomplish both the decision "FOR ACCEPTANCE" and "FOR ARCHIVING". For this type of research, "FOR ACCEPTANCE" pertains to the acceptance of the

research for archiving in the research portal, while "FOR ARCHIVING" pertains to the archiving in the Portal.

3. Non-BERF funded research reports shall be accepted only if they are marked as "Fully Evident" across all criteria. Upon acceptance, evaluators shall determine the appropriate tier of disclosure consistent with DepEd Order 14 s. 2022. Accordingly, the RO-PPRD/PS-PRD shall request the appropriate archival of the research in the Portal. The full report/paper of research that is classified for Limited Public Disclosure shall be archived through other established mechanisms such as offline.

4. If the completed research did not meet all the criteria of the QCC, the RO-PPRD/PS-PRD shall return the completed research and accomplished QCC to the researcher/s for the possible revision and resubmission.

Annex 5 illustrates the process flow in the quality control of non-BERF funded research using the QCC for archival in the Research Portal.

IV. Support Mechanism

1. **Cascading the QCC** - The PS-PRD with the RO-PPRD and Schools Division Office - School Governance and Operations Division (SDO-SGOD) shall disseminate the QCC widely and conduct orientations on its use, so that this may be cascaded to members of the Research Committees and potential researchers.

2. **Monitoring and Improving the QCC** - The PS-PRD with the RO-PPRD and SDO-SGOD shall gather feedback on the use of the QCC including challenges encountered from stakeholders.

   As necessary, the PS-PRDD shall initiate the revision of the QCC to reflect the requirements of research management.

Annex 1 – Quality Control Checklist for Completed Basic Research

INFORMATION SHEET

Instructions: Write N/A in the fields if information is Not Applicable. Ensure that the information indicated in this checklist is properly filled out.

Research Title: _____

Funding Year: _____

Region: _____

Schools Division Office: _____

School and/or Functional Division Conducted: _____

Authors:

[Lead Proponent]
Name: _____
Position: _____
Contact Details: _____

[Author 2]
Name: _____
Position: _____
Contact Details: _____

[Author 3]
Name: _____
Position: _____
Contact details: _____

SCORE SHEET

Instructions: Fill out the fields below based on the results of the evaluation of the research report. For research for acceptance, check the "Accept" box only if the completed research has received **ALL** Fully Evident "FE" marks; check the "Return to Proponent" box otherwise.

For research for archiving, check the "General public disclosure" box only if the completed research has received **ALL** "FE" marks and does not fall under the category of research for limited public disclosure; check the "Limited Public Disclosure" box otherwise.

Date of Evaluation: _____ No. of Times Evaluated (including this one): ☐ 1st ☐ 2nd ☐ 3rd ☐ Other: _____

DECISION:

(a) For Acceptance:	☐ **ACCEPT**	☐ **RETURN TO PROPONENT**
(b) For Archiving:	☐ **GENERAL PUBLIC DISCLOSURE**	☐ **LIMITED PUBLIC DISCLOSURE**

	Full Score	**NE** (Not Evident)	**PE** (Partially Evident)	**FE** (Fully Evident)
Credible	6			
Contributory	5			
Communicable	2			
Conforming	3			
TOTAL	16			

COMMENTS:	

Prepared by:

_____
(Name/Position/Office)

Approved by:

_____
(Name/Position/Office)

Annex 1 – Quality Control Checklist for Completed Basic Research

CHECKLIST
Completed Basic Research

Directions: Put a check (☑) mark in the box under the appropriate column (**NE** = "not evident"; **PE** = "partially evident"; and **FE** = "fully evident") if the conditions indicated in each criterion below were satisfied by the completed basic research report. Consult the **Instruction Guide for Evaluators** for additional guidance in evaluating each criterion. (**IMPORTANT:** The completed basic research **must receive all FE marks** to be eligible for acceptance/archiving.)

A. Credible
The completed basic research...

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
1	Participates in a scholarly and/or policy discussion by citing relevant theories and/or studies.	Check entire paper but especially the Literature Review	☐	☐	☐	
2	Utilizes a research design that is correct and appropriate for the research questions and context.	Research Methodology	☐	☐	☐	
3	Describes the chosen research design and resulting research processes in a manner that is understandable to other researchers conducting similar work.	Research Methodology	☐	☐	☐	
4	Is written in a way that is indicative of coherent research planning.	Whole paper	☐	☐	☐	
5	Uses quantitative (statistical) and/or qualitative (thematic / content analysis, process tracing) tools that are appropriate to the research question and design to analyze data.	Research Methodology	☐	☐	☐	
6	Presents its findings in a manner that is accurate and in line with the results of its data analysis and is situated with the reviewed and cited literature and studies	Discussion of Results and Recommendations	☐	☐	☐	

Annex 1 – Quality Control Checklist for Completed Basic Research

B. Contributory

The completed basic research...

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
7	Addresses issues and challenges that are interesting, novel, and current to the group being studied.	Introduction of the Research and Research Questions	☐	☐	☐	
8	Reports results that can be utilized by at least one of the following groups: decision-makers, practitioners, and members of the group being studied.	Discussion of Results and Recommendations but also watch for findings cited in the Abstract, and Introduction	☐	☐	☐	
9	Reports new results, knowledge, and/or conclusions that are falsifiable.	Discussion of Results and Recommendations but also watch for findings cited in the Abstract, and Introduction	☐	☐	☐	
10	Reports results or findings that are applicable to a broader population, and/or useful in contexts other than the one studied.	Discussion of Results and Recommendations but also watch for findings cited in the Abstract, and Introduction	☐	☐	☐	
11	Contributes to theory and/or the knowledge base for enhancing future practice.	Discussion of Results and Recommendations but also watch for findings cited in the Abstract, and Introduction	☐	☐	☐	

Annex 1 – Quality Control Checklist for Completed Basic Research

C. Communicable

The completed basic research...

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
12	Documents the research process and results in accordance with the prescribed rules.	Whole paper	☐	☐	☐	
13	Utilizes language that is appropriate and understandable to the group being studied.	Whole paper	☐	☐	☐	

D. Conforming

The completed basic research...

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
14	Cites and acknowledges sources per the guidelines of ONLY one style guide, whether required by another authority or chosen by the researcher, throughout the research paper.	Whole paper	☐	☐	☐	
15	Secures the free, prior, and informed assent/consent of research participants (and their parents/legal guardians if the participants are children).	Research Methodology; Also check consent forms in supporting documents	☐	☐	☐	
16	Includes a clear and feasible advocacy plan (only for BERF-funded research), a discussion of recommendations for future research, and a set of policy and/or program recommendations.	Dissemination and Advocacy Plan	☐	☐	☐	

Annex 1 – Quality Control Checklist for Completed Basic Research

INSTRUCTION GUIDE FOR EVALUATORS

This instruction guide is provided to ensure that evaluators are properly guided in evaluating completed basic research reports based on the identified criteria namely: Credible, Contributory, Communicable, and Conforming. These four (4) criteria were derived from the framework of Martensson et al. (2015) on what constitutes quality research.

Each criterion and its sub-characteristics have been defined accordingly. Evaluators shall examine holistically; they should use the criteria to evaluate every research in its entirety rather than breaking it up into individual parts.

Evaluators shall note that sections of non-BERF research may be structured differently (e.g. different section names from what are indicated in the DepEd RMG)

Guide in determining the scale

The evaluator shall be guided with the following instructions in determining the scale for each statement in the given criterion:

(a) Put a check (🗸) mark in the box under the column NE (Not Evident) if the research, or all relevant sections, **does not evidently reflect** the statements for each given criterion
(b) Put a check (🗸) mark in the box under the column PE (Partially Evident) if the research, or one (1) or more relevant sections **does not evidently show** the given criterion
(c) Put a check (🗸) mark in the box under the column FE (Fully Evident) if the research or all relevant sections **evidently show** the given criterion

Note that the completed basic research **must receive all FE marks** to be eligible for acceptance.

Guide in understanding each criterion

Research is CREDIBLE when it is rigorous, transparent, and consistent, that is: (a) Rigorous – research that is context-responsive, internally valid, and reliable; (b) Transparent – research whose methods can be examined or replicated based on the researcher/s' truthful documentation; and (c) Consistent – research whose components are logically aligned and make a coherent set of arguments.

Item 1 – The completed basic research participates in a scholarly and/or policy discussion by citing relevant theories and/or studies. Research is most effective when it contributes to a discussion of theoretical and/or practical problems. By first listening to what other researchers are saying and then providing critical and creative comment on it, researchers can make a convincing case for the conduct of their research and justify its potential contribution to that discussion (Bloomberg & Volpe, 2008). References to other studies are most frequently found in the Literature Review but should also appear all throughout the paper's other sections. (For example, researchers may justify elements of their research design by referring to other similar studies.) The studies referenced and their authors should be properly credited through referencing and citation that follows the rules of their chosen style guide (see Item 14).

Item 2 – The completed basic research utilizes a research design that is correct and appropriate for the research questions and context. Here, "research design" refers to the overall strategy that the researcher/s has/have chosen to answer their research questions, especially in gathering, measuring, and analyzing data. Research designs must strike a satisfactory balance between requirements of the research problem (i.e. correctness) and any constraints faced by the researcher (i.e. appropriateness). Researcher/s should demonstrate that their design choices are based on a sufficient understanding of the related literature and a truthful assessment of personal limitations based on their context and available resources.

Item 3 – The completed basic research describes the chosen research design and resulting research processes in a manner that is understandable to other researchers conducting similar work. Research is credible when its processes are shown to be consistently replicable or repeatable (Hubbard, 2016). If findings are shown to be consistent across multiple studies, the more likely they are to be accepted as true. Replication protects against false or misleading findings caused by Type 1 errors (false positives), Type 2 errors (false negatives), and fraud, among others. Item 3 requires that the researcher/s include a description of the chosen research design and all steps in the research process that are written in the plainest possible language.

Annex 1 – Quality Control Checklist for Completed Basic Research

Item 4 – The completed basic research is written in a way that is indicative of coherent research planning. Item 4 requires that a quality research report ensures that the research title, rationale/significance, research questions, and research design are logically aligned.

Item 5 – The basic research uses quantitative (statistical) and/or qualitative (thematic/content analysis, process tracing) tools that are appropriate to the research question and design to analyze data. The researcher/s' choice of a quantitative, qualitative, or mixed methods research design should reflect the nature of the research question they are answering. Quantitative (statistical) analysis is generally used to uncover relationships between variables (correlation/causality), while qualitative methods are used to obtain deep understandings of a research problem and establish relationships of cause and effect. Mixed methods designs, while complex to undertake, combined the strengths of both quantitative and qualitative analysis. Researcher/s should justify their choice and sequencing of methods in relation to their context and related literature.

Item 6 – The basic research presents its findings in a manner that is accurate and in line with the results of its data analysis and is situated with the reviewed and cited literature and studies. The researcher/s' discussion of their research findings must primarily be based on observations that they have previously stated in their report. The researcher/s should also be able to interpret these findings in a way that relates to previously conducted research (which they should have cited in their literature review and other parts of their report.

Research is CONTRIBUTORY when it is relevant, original, and generalizable, that is: (a) Relevant – research that is interesting, applicable, and current; (b) Original – research that has an original idea, uses an original procedure, and produces an original result; and (c) Generalizable – research that is externally valid.

Item 7 – The completed basic research addresses issues and challenges that are interesting, novel, and current to the group being studied. Quality research should serve the interests of the group it seeks to study. The completed basic research must sufficiently argue that the research problem directly arises out of issues and challenges faced by the group being studied. Moreover, the completed basic research must show that the research process contributes to or at least not adversely affected any progress in addressing such issues (that is, "do no harm").

Item 8 – The completed basic research reports results that can be utilized by at least one of the following groups: decisionmakers, practitioners, and members of the group being studied. The completed basic research must report results that other practitioners or members of the target group can use; that is, they can exercise their own power to act on the findings. Evaluators may also check if the findings obtained can contribute to decision-making by people in authority, in either a local or national context.

Item 9– The completed basic research reports new results, knowledge, and/or conclusions that are falsifiable. Evaluators must be able to assess not only if the results, knowledge, and/or conclusions presented are new, but also if these are falsifiable. "New" research includes original theoretical and practical contributions as well as verifications/falsifications of already existing theories and practices. Falsifiability, as a characteristic of a research finding, posits that an assumption, conclusion or hypothesis is inherently disprovable before it can be accepted as true. To ensure that a statement is falsifiable, check if it is written in a manner that leaves it open to being disproved in the future, using available methods of observation. (For example, a researcher whose hypothesis is "All swans are black" has provided a falsifiable statement, because "All swans are black" may be disproven once the researcher spots a white swan.)

Item 10 – The completed basic research reports results or findings that are applicable to a broader population, and/or useful in contexts other than the one studied. Generally, quality research produces findings that are externally valid; externally valid findings are not only applicable to the study's context, but also to other contexts or populations. Encouraging researchers to come up with externally valid findings helps maximize its potential impact and makes it more worthwhile to support.

Item 11 – The completed basic research contributes to theory and/or the knowledge base for enhancing future practice. Quality research should contribute to the formulation and refinement of theories that help us understand the social world's inner workings and inform future practices. The researcher/s' contribution to theoretical and/or practical discussion may include the following: formulation of a new theory, verifying or falsifying an existing theory, and expansion of existing theory to cover new cases, among others. If the research satisfies Item 10, then it is also likely to satisfy this criterion.

Annex 1 – Quality Control Checklist for Completed Basic Research

Research is COMMUNICABLE when it is consumable and accessible, that is: (a) Consumable – research that is structured, understandable, and readable to the group who is supposed to use it; and (b) Accessible – research whose results are easily available to the group being studied.

Item 12 (The completed basic research documents the research process and results in accordance with the prescribed rules.) & 13 (The completed basic research utilizes language that is appropriate and understandable to the group being studied). The documentation of the research process AND results must comply with all government-wide and departmental regulations that are relevant to the conduct of that report, depending on the fund source, research participants, and other considerations. At the minimum, the completed research must comply with the provisions of the Data Privacy Act of 2012 (RA 10173), the DepEd Child Protection Policy (DO 40 s. 2012), and the National Indigenous Peoples' Education Policy Framework (DO 62, s. 2011). These regulations ensure that the research is reported in a manner that respects its stakeholders' rights.

Research is CONFORMING when it is aligned with regulations, is ethical, and sustainable, that is: (a) Aligned with Regulations – research that is compliant with current applicable regulations (e.g. plagiarism, data integrity); (b) Ethical – research that is morally justifiable, open, and supports equal opportunities; and (c) Sustainable – research that promotes further scientific inquiry and sound policy/program recommendations.

Item 14 – The completed basic research cites and acknowledges sources in conformity with one style guide, whether required by another authority or chosen by the researcher, throughout the research paper. Quality research should be written according to rules of style that are consistent and legible to others. This includes spelling, grammar, syntax, and the formatting of citation, footnotes (if the chosen style guide allows it), endnotes, and bibliographic entries. The blending or simultaneous use of two or more style guides is strongly discouraged. Note that these criterion statements do not refer to the formatting style utilized in the research report (e.g. font style, font size, etc.).

Item 15 – The completed basic research secures the free, prior, and informed assent/consent of research participants (and their parents/legal guardians if the participants are children). The researcher/s must have obtained the free and prior informed consent of adult participants and report how this was done. Per the RMG, "free and prior informed consent" means that participants have freely agreed to participate in the research **before** it has begun in a manner free of coercion or deception. In the case of children below 18 years of age, or adults who cannot legally consent to participating in research, the researcher/s must obtain assent from these participants and consent from their parents and/or legal guardians. Ideally, participants should provide consent or assent by signing a written consent form. Oral consent or assent, recorded or unrecorded, may also be allowed to respect cultural sensitivities or protect vulnerable groups.

Item 16 – The completed basic research includes a clear and feasible advocacy plan, a discussion of recommendations for future research, and a set of policy and/or program recommendations. The completed basic research must provide an advocacy plan which states the steps to be taken by the researcher/s to ensure their results are disseminated and utilized following the publication of the report. If the research tackles policy/program-related issues, the researchers must also provide policy and/or program recommendations for specific offices. As much as practicable, these recommendations should provide important details regarding how they may be implemented (timeframe, resources, risks, and safeguards). The potential benefits of adopting these recommendations must also be explained.

References/For Further Reading:

Bloomberg, L.D., & Volpe, M. (2008). Completing Your Qualitative Dissertation: A Roadmap from Beginning to End. Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781452226613

Creswell, J. W. (2014). Educational research: planning, conducting, and evaluating quantitative and qualitative research (Pearson New International edition, 4th edition). Pearson.

Hubbard, R. (2016). The Importance of Replication Research – Significant Sameness. In Hubbard, R. Corrupt research (pp. 97-132). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/978150630533

Martensson, Par., et al. (2015). Evaluating Research: A Multidisciplinary Approach to Assessing Research Practice and Quality. Elsevier B.V. http://dx.doi.org/10.1016/j.respol.2015.11.009

Annex 2 – Quality Control Checklist for Completed Action Research

INFORMATION SHEET

Instructions: Write N/A in the fields if information is Not Applicable. Ensure that the information indicated in this checklist is properly filled out.

Research Title: _____

Funding Year: _____

Region: _____

Schools Division Office: _____

School and/or Functional Division Conducted: _____

Authors:

[Lead Proponent]
Name: _____
Position: _____
Contact Details: _____

[Author 2]
Name: _____
Position: _____
Contact Details: _____

[Author 3]
Name: _____
Position: _____
Contact details: _____

SCORE SHEET

Instructions: Fill out the fields below based on the results of the evaluation of the research report. For research for acceptance, check the "Accept" box only if the completed research has received **ALL** Fully Evident "FE" marks; check the "Return to Proponent" box otherwise.

For research for archiving, check the "General public disclosure" box only if the completed research has received **ALL** "FE" marks and does not fall under the category of research for limited public disclosure; check the "Limited Public Disclosure" box otherwise.

Date of Evaluation: _____

No. of Times Evaluated (including this one): ☐ 1st ☐ 2nd ☐ 3rd ☐ Other: _____

DECISION:

(a) For Acceptance:	☐ **ACCEPT**	☐ **RETURN TO PROPONENT**
(b) For Archiving:	☐ **GENERAL PUBLIC DISCLOSURE**	☐ **LIMITED PUBLIC DISCLOSURE**

	Full Score	**NE** (Not Evident)	**PE** (Partially Evident)	**FE** (Fully Evident)
Credible	6			
Contributory	3			
Communicable	2			
Conforming	3			
TOTAL	14			

COMMENTS:	

Prepared by:

_____
(Name/Position/Office)

Approved by:

_____
(Name/Position/Office)

Annex 2 – Quality Control Checklist for Completed Action Research

CHECKLIST
Completed Action Research

Directions: Put a check (☑) mark in the box under the appropriate column (NE = "not evident"; PE = "partially evident"; and FE = "fully evident") if the conditions indicated in each criterion below were satisfied by the completed action research. Consult the **Instruction Guide for Evaluators** for additional guidance in evaluating each criterion. (**IMPORTANT:** The completed action research **must receive all FE marks** to be eligible for acceptance.)

A. Credible
The completed action research...

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
1	Uses personal reflection to make a compelling case for investigation and intervention.	Check entire paper but especially the Context and Rationale, Innovation, Intervention, and Strategy, and Action Research Questions	☐	☐	☐	
2	Utilizes a research design that is correct and appropriate for investigating the chosen area of focus, problem, or issue.	Action Research Methods	☐	☐	☐	
3	Describes the chosen research design and resulting research processes in a manner that is understandable to other teachers planning similar interventions and researchers conducting similar work.	Action Research Methods	☐	☐	☐	
4	Shows that the researcher/s have followed the Reflect-Plan-Act-Observe approach in their research.	Whole paper	☐	☐	☐	
5	Uses quantitative (statistical) and/or qualitative (thematic/content analysis, process tracing) tools that are appropriate to the problem/issue and research design to analyze data.	Action Research Methods	☐	☐	☐	

Annex 2 – Quality Control Checklist for Completed Action Research

6	Reflects on its own findings in a manner that is accurate and consistent with the results of the researcher/s' data analysis and engages with the researcher/s' understanding of the area of focus.	Discussion of Results and Reflection	☐	☐	☐	

B. Contributory

The completed action research...

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
7	Addresses "real" and "existing" issues and challenges identified by its stakeholders.	Context and Rationale, Innovation, Intervention, and Strategy, and Action Research Questions	☐	☐	☐	
8	Reports new results, knowledge, and/or conclusions that are falsifiable.	Discussion of Results and Reflections but also watch for findings cited in the Abstract, and Context and Rationale	☐	☐	☐	
9	Reports results that contribute to the professional development of its proponents/researchers or their peers; decision-makers; or the welfare of stakeholders.	Discussion of Results and Reflections but also watch for findings cited in the Abstract, Context and Rationale, and Conclusion	☐	☐	☐	

Annex 2 – Quality Control Checklist for Completed Action Research

C. Communicable

The completed action research...

No.	Criterion	Sections to Consider	NE	PE	FE	Remarks
10	Documents the research process and results in accordance with the prescribed rules.	Whole paper	☐	☐	☐	
11	Utilizes language that is appropriate and understandable to the group being studied.	Whole paper	☐	☐	☐	

D. Conforming

The completed action research...

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
12	Cites and acknowledges sources per the guidelines of ONLY one style guide, whether required by another authority or chosen by the researcher, throughout the research paper.	Whole paper	☐	☐	☐	
13	Secures the free, prior, and informed assent/consent of research participants (and their parents/legal guardians if the participants are children).	Action Research Methods; Consent forms in supporting documents	☐	☐	☐	
14	Includes a clear and feasible action plan (only for BERF-funded research), and points to opportunities for future interventions and studies.	Action Plan	☐	☐	☐	

Annex 2 – Quality Control Checklist for Completed Action Research

INSTRUCTION GUIDE FOR EVALUATORS

This instruction guide is provided to ensure that evaluators are properly guided in evaluating completed action research reports based on the identified criteria namely: Credible, Contributory, Communicable, and Conforming. These four (4) criteria were derived from the framework of Martensson et al. (2015) on what constitutes quality research.

Each criterion and its sub-characteristics have been defined accordingly. Evaluators shall examine holistically; they should use the criteria to evaluate every research in its entirety rather than breaking it up into individual parts.

Evaluators shall note that sections of non-BERF research may be structured differently (e.g. different section names from what are indicated in the DepEd RMG)

Guide in determining the scale

The evaluator shall be guided with the following instructions in determining the scale for each statement in the given criterion:

(a) Put a check (🗸) mark in the box under the column NE (Not Evident) if the research, or all relevant sections, **does not evidently reflect** the statements for each given criterion
(b) Put a check (🗸) mark in the box under the column PE (Partially Evident) if the research, or one (1) or more relevant sections **does not evidently show** the given criterion
(c) Put a check (🗸) mark in the box under the column FE (Fully Evident) if the research or all relevant sections **evidently show** the given criterion

Note that the completed action research **must receive all FE marks** to be eligible for acceptance.

Guide in understanding each criterion

Research is CREDIBLE when it is rigorous, transparent, and consistent, that is: (a) Rigorous – research that is context-responsive, internally valid, and reliable; (b) Transparent – research whose methods can be examined or replicated based on the researcher/s' truthful documentation; and (c) Consistent – research whose components are logically aligned and make a coherent set of arguments.

Item 1 – The completed action research combines personal reflection with external insight to make a compelling case for investigation and intervention. Research is most effective when it contributes to a discussion of theoretical and/or practical problems. Likewise, effective action research (in a classroom context) creates opportunities for all involved to improve the lives of learners and learn about the craft of learning (Mills 2014). Action researchers should be able to reflect on a part of their professional practices – their area of focus – and use these to argue **why** this area of focus deserves to be the subject of research inquiry. These personal reflections may be supplemented with insights from external sources, such as the experiences of other practitioners or findings from related literature. Any external sources should be properly credited referencing and citation that follows the rules of the researcher/s' chosen style guide (see Item 12). The action researcher may also employ democratic and participatory methods (e.g., act on learners' requests) to build a bottom-up case for conducting the research.

Item 2 – The completed action research utilizes a research design that is correct and appropriate for investigating the chosen area of focus, problem, or issue. Here, "research design" refers to the overall strategy that the researcher/s has/have chosen to investigate their chosen area of focus, problem, or issue, especially in gathering, measuring, and analyzing data. Research designs must strike a satisfactory balance between requirements of the research problem (i.e., correctness) and any constraints faced by the researcher (i.e. appropriateness). Action researcher/s should demonstrate that their design choices are based on thoughtful reflection on the requirements of their chosen area of focus and available resources, which may be supplemented by insights from fellow practitioners, stakeholder inputs, or related literature.

Item 3 – The completed action research describes the chosen research design and resulting research processes in a manner that is understandable to other teachers planning similar interventions and researchers conducting similar work. Research is credible when its processes are shown to be consistently replicable or repeatable (Hubbard, 2016). If findings are shown to be consistent across multiple studies, the more likely they are to be accepted as true. Replication protects against false or misleading findings caused by Type 1 errors (false positives), Type 2 errors (false negatives), and fraud, among others. Item 3 requires that the researcher/s include a description of the chosen research design and all steps in the research process that are

written in the plainest possible language so that they can be scrutinized and repeated by others. Consistent with Item 4 below, the action researchers should also report challenges and setbacks to their research, and any changes made to their previous plans as a result.

Item 4 – The completed action research shows that the researcher/s have followed the Reflect-Plan-Act-Observe approach in their research. Quality action research must show that the researchers have followed the four-step "spiraling" process described by scholars of action research, summarized as Reflect-Plan-Act-Observe. First, practitioner-researchers **reflect** on their professional practices by analyzing available data and noting how these practices can be improved. Second, they **plan** out innovations on their practices. Third, they **act** by implementing these innovations. And fourth, they **observe** by collecting more data on their innovations that they can then use to reflect on their practices once more, beginning the spiral anew. Action researchers who follow these processes are more likely to fulfill the goals of their inquiry.

Item 5 – The action research uses quantitative (statistical) and/or qualitative (thematic/content analysis, process tracing) tools that are appropriate to the research question and design to analyze data. The researcher/s' choice of a quantitative, qualitative, or mixed methods research design should reflect the nature of the research question they are answering. Quantitative (statistical) analysis is generally used to uncover relationships between variables (correlation/causality), while qualitative methods are used to obtain deep understandings of a research problem and establish relationships of cause and effect. Mixed methods designs, while complex to undertake, combine the strengths of both quantitative and qualitative analysis. Researcher/s should justify their choice and sequencing of methods in relation to their context and related literature.

Item 6 – The action research reflects on its own findings in a manner that is accurate and consistent with the results of their data analysis and engages with the researcher/s' understanding of the area of focus. The researcher/s' discussion of their research findings must primarily be based on observations that they have previously stated in their report. In the spirit of self-improvement associated with action research, researcher/s should also be able to reflect these findings in a way that relates to their previous experiences with the area of focus, external insights, or previously conducted research (the latter two if the researcher has chosen to include them in their report). Action researcher/s employing democratic participation may also include the reflections of their stakeholders.

Research is CONTRIBUTORY when it is relevant, original, and generalizable, that is: (a) Relevant – research that is interesting, applicable, and current; (b) Original – research that has an original idea, uses an original procedure, and produces an original result; and (c) Generalizable – research that is externally valid.

Item 7 – The completed action research addresses "real" and existing issues and challenges identified by its stakeholders. As mentioned in Item 1, effective action research creates opportunities for all involved to improve the lives of learners and learn about the craft of learning (Mills 2014). The completed action research must sufficiently argue that the research problem directly arises out of issues and challenges that stakeholders face in the present and consider in need of addressing or solving. Depending on the theoretical perspective of the action researcher/s, they may arrive at their choice of issues and challenges through either: a professional determination made by the teacher-researcher, or the democratic participation of those involved in the research (Mills 2014). Moreover, the completed action research must show that the research process contributes to or at least not adversely affected any progress in addressing such issues (that is, "do no harm").

Item 8 – The completed action research reports new results, knowledge, and/or conclusions that are falsifiable; this includes original theoretical and practical contributions as well as verifications/falsifications of already existing theories and practices. Evaluators must be able to assess not only if the results, knowledge, and/or conclusions presented are new, but also if these are falsifiable. Falsifiability, as a characteristic of a research finding, posits that an assumption, conclusion, or hypothesis is inherently disprovable before it can be accepted as true. To ensure that a statement is falsifiable, check if it is written in a manner that leaves it open to being disproved in the future, using available methods of observation. (For example, a researcher whose hypothesis is "All swans are black" has provided a falsifiable statement, because "All swans are black" may be disproven once the researcher spots a white swan.)

Item 9 – The completed action research reports results that contribute to the professional development of its proponents or their peers; decision-makers; or the welfare of other stakeholders. The completed action research must report results that its stakeholders can act on to improve their welfare. Types of results include the following: formulation of a new theory, verifying or falsifying an existing theory (either as a whole or in specific contexts), expansion of

existing theory to cover new cases, and evaluation of an intervention, among others. These findings must inform one or more of the following: practitioners' refinement of future practices; management decisions; or other stakeholders' individual or collective actions. Evaluators may also check if the findings obtained can contribute to decision-making by people in authority, in either a local or national context.

Research is COMMUNICABLE when it is consumable and accessible, that is: (a) Consumable – research that is structured, understandable, and readable to the group who is supposed to use it; and (b) Accessible – research whose results are easily available to the group being studied.

Item 10 (The completed action research documents the research process and results in accordance with the prescribed rules.) & 11 (The completed action research utilizes language that is appropriate and understandable to the group being studied). The documentation of the research process AND results must comply with all government-wide and departmental regulations that are relevant to the conduct of that report, depending on the fund source, research participants, and other considerations. At the minimum, the completed research must comply with the provisions of the Data Privacy Act of 2012 (RA 10173), the DepEd Child Protection Policy (DO 40 s. 2012), and the National Indigenous Peoples' Education Policy Framework (DO 62, s. 2011). These regulations ensure that the research is reported in a manner that respects its stakeholders' rights.

Research is CONFORMING when it is aligned with regulations, is ethical, and sustainable, that is: (a) Aligned with Regulations – research that is compliant with current applicable regulations (e.g., plagiarism, data integrity); (b) Ethical – research that is morally justifiable, open, and supports equal opportunities; and (c) Sustainable – research that promotes further scientific inquiry and/or sound policy/program recommendations.

Item 12 – The completed action research cites and acknowledges sources in conformity with one style guide, whether required by another authority or chosen by the researcher, throughout the research paper. Quality research should be written according to rules of style that are consistent and legible to others. This also includes spelling, grammar, syntax, and the formatting of footnotes (if the chosen style guide allows it), endnotes, and bibliographic entries. The blending or simultaneous use of two or more style guides is strongly discouraged. Note that these criterion statements do not refer to the formatting style utilized in the research report (e.g. font style, font size, etc.)

Item 13 – The completed action research secures the free, prior, and informed assent/consent of research participants (and their parents/legal guardians if the participants are children). The researcher/s must have obtained the free and prior informed consent of adult participants and report how this was done. "Free and prior informed consent" means that participants have freely agreed to participate in the research **before** it has begun in a manner free of coercion or deception. In the case of children below 18 years of age who cannot legally consent to participating in research, the researcher/s must obtain assent from minor participants and consent from their parents and/or legal guardians. Ideally, participants should provide consent or assent by signing a written consent form. Oral consent or assent, recorded or unrecorded, may also be allowed to respect cultural sensitivities or protect vulnerable groups.

Item 14 – Includes a clear and feasible action plan, and points to opportunities for future interventions and studies. The completed action research must provide an action plan which describes the researcher's next planned interventions and steps the researcher/s will be taking to ensure their results are disseminated and utilized by the appropriate actors following the publication and/or presentation of the report. The action plan should also identify ways in which the findings of the research may be better understood and provide suggestions on further research projects or interventions.

References/For Further Reading:

Creswell, J. W. (2014). Educational research: planning, conducting, and evaluating quantitative and qualitative research (Pearson New International edition, 4th edition). Pearson.

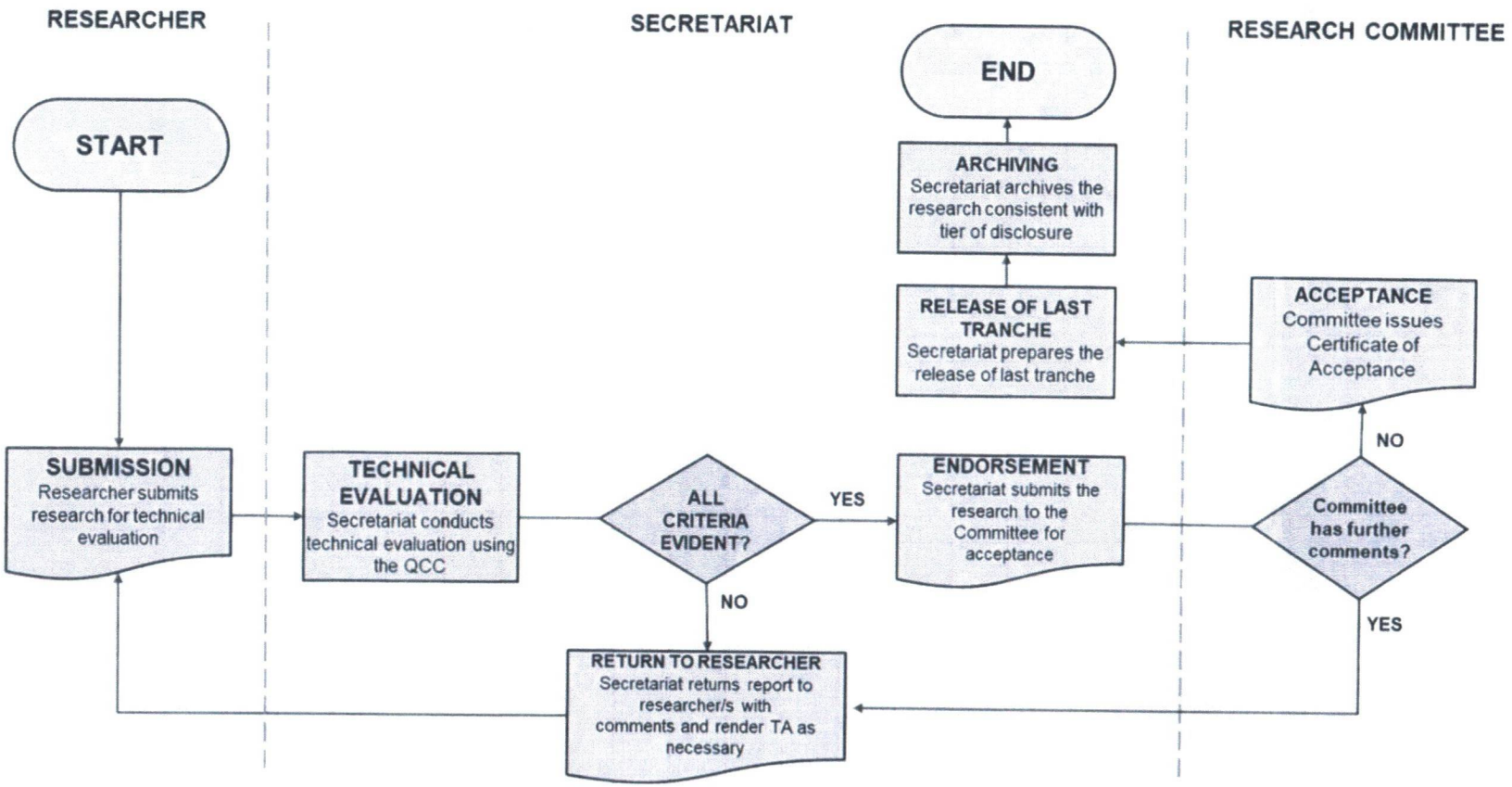
Hubbard, R. (2016). The Importance of Replication Research – Significant Sameness. In Hubbard, R. Corrupt research (pp. 97-132). Thousand Oaks, CA: SAGE Publications, Inc., doi: 10.4135/978150630533

Martensson, Par., et al. (2015). Evaluating Research: A Multidisciplinary Approach to Assessing Research Practice and Quality. Elsevier B.V. http://dx.doi.org/10.1016/j.respol.2015.11.009

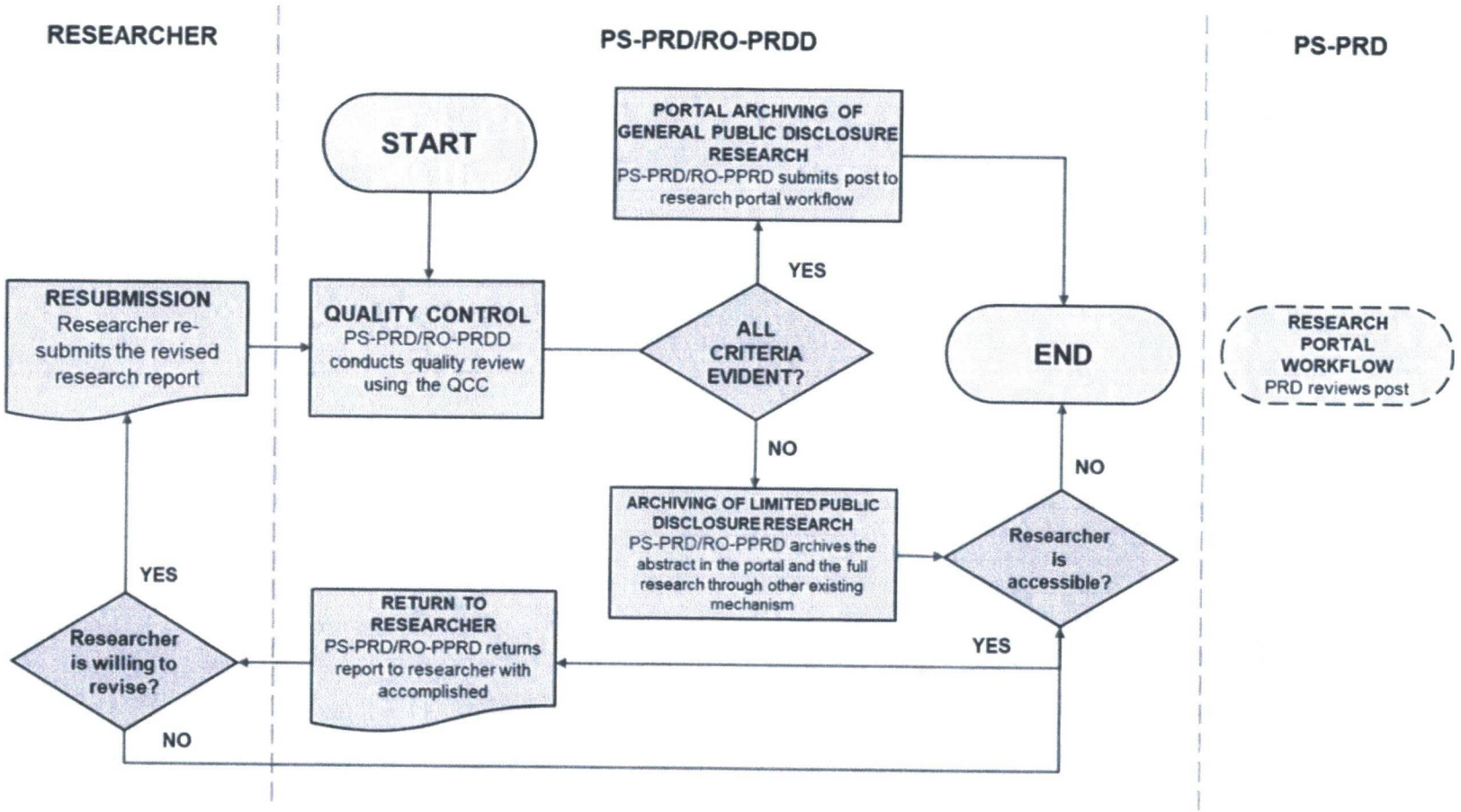
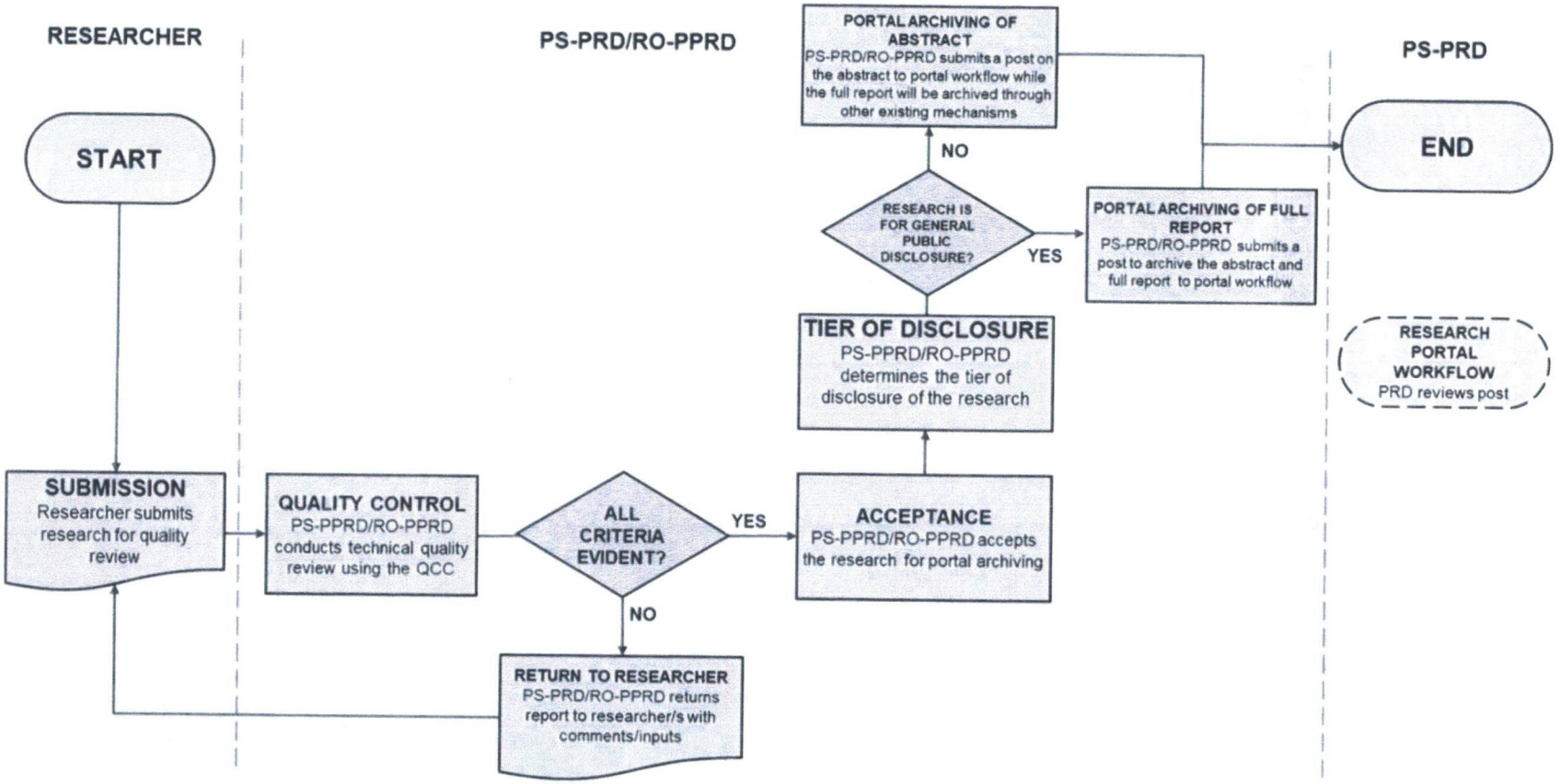
Annex 2 – Quality Control Checklist for Completed Action Research

Mills, G. E. (2014). Action research: A guide for the teacher researcher (5th ed.). Pearson.

Annex 3
Evaluating BERF-funded research for acceptance starting FY2022



Annex 4
Process flow re: quality control of BERF-funded researches prior to FY2022



Annex 5
Process flow re: quality control of non-BERF funded researches for archival in the Portal