

**Agenda Item 15**

**Enclosure 12**

**Paper ETC61/02**

**Education and Training Committee**

**UP-DATE ON DoH / QAA PROTOTYPE REVIEWS**

**From QAA via the Executive**

**for information**

## **Executive Summary**

These are two papers QAA wishes to share with HPC and NMC ahead of the full evaluation of the prototype reviews.

The first is an overview and scene setting and has been submitted to HPC as part of the consultation exercise.

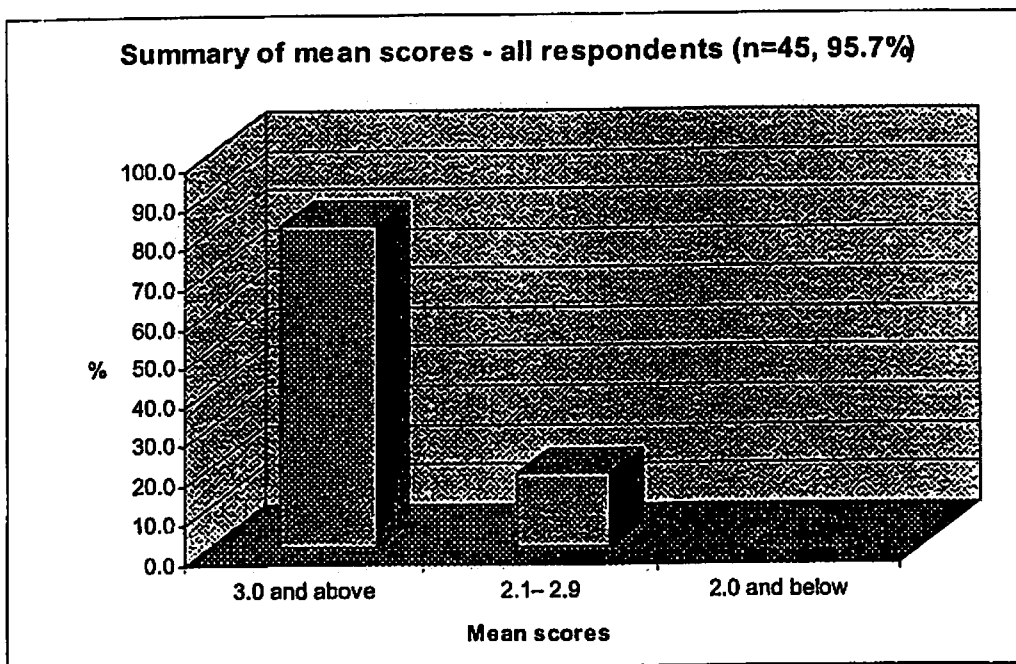
The second is an uncontextualised evaluation of the satisfaction rating of the process among the stakeholders and may confirm that QAA prototypes are successful.

**Steering Group – In relation to DH/QAA Prototype Reviews**  
**Meeting 4, 12 September 2002**  
**Agenda Item 6 – Evaluation QAA**

The QAA evaluation has utilised a number of sources of data:

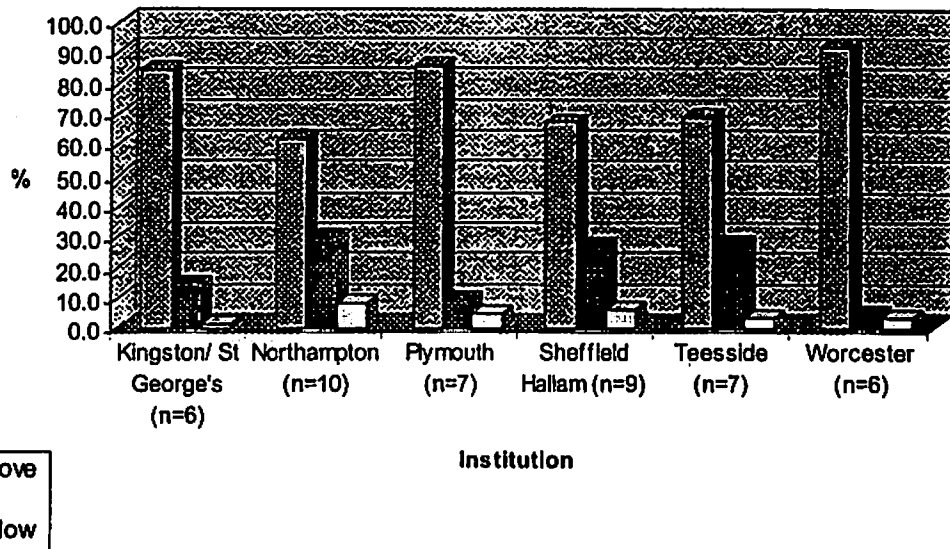
- QAA Evaluation Questionnaire with an additional section specific to the project. These have been circulated and a 95.7% response rate recorded. Both quantitative and qualitative data has been analysed.
- Visit support monitoring logs.
- Minutes/notes of meetings.
- Oral feedback.
- QAA web folders.
- Feedback seminars with participants in the prototypes – 9 & 17 September 2002.

Analysis of the questionnaires (quantitative data) was based on the calculation of the mean score for each question – a mean score of 3.0 and above the respondent is satisfied, a score of 2.1-2.9 less satisfied, 2.0 and below dissatisfied. The analysis has indicated that, overall, the majority of respondents (81.6%) were satisfied with the various aspects of the review method/prototypes.



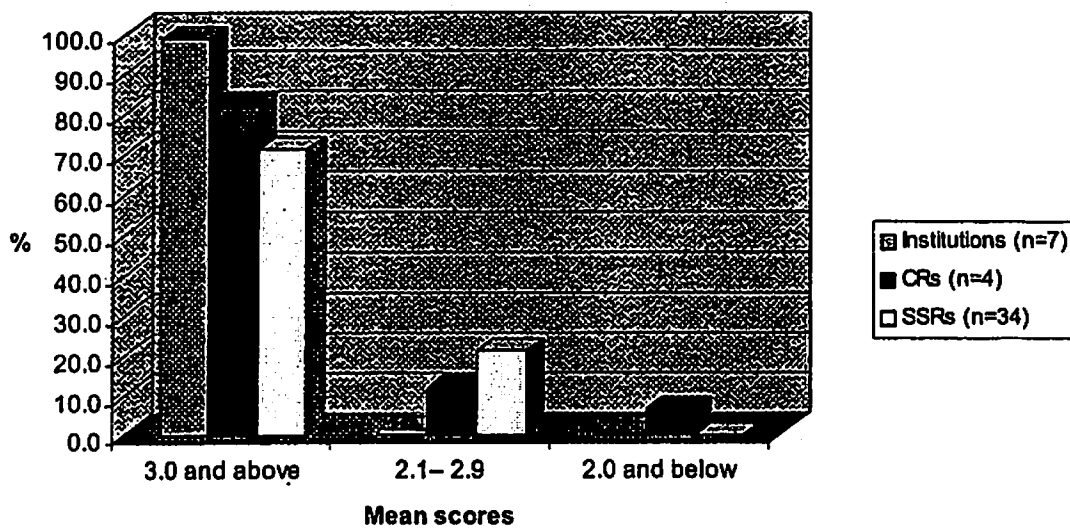
There were differences in the experiences for each prototype but again these were, on the whole, positive (62.1% - 91.7% having a mean score of 3.0 and above).

Summary of Mean Scores - by prototype



A similar level of satisfaction was seen between three groups participating.

Summary of mean scores - type of respondent



The analysis of both the quantitative and qualitative data to date has identified the following as being positive:

- Review teams – cohesiveness, value in academics and practitioners working together
- Review Coordinators and teams
- Subject Review Facilitators
- Value of visits to practice

- Visits reflected the SED, the issues or concerns of the review team and the disciplines/professions reviewed.
- Triangulation of data
- Use of external reference sources
- Reaching judgements
- Flexibility of the method to explore issues as they arose and also to close issues once they had been addressed.
- The initial meeting in establishing the parameters of the review and the different roles and responsibilities.

The analysis also identified the following issues to be addressed/considered:

- Dates of the review – planning/scheduling for all participants
- Web folders – access and use
- Practice – aims, meeting clinicians, seeing the practice environment,
- Use of training materials and prompts
- Time for face-to-face discussion between reviewers, and between review teams and institutions (in some prototypes)
- Exemplary features
- The size of the review teams

The following recommendations have been made to date:

- Two models – all dates fixed in advance; subject providers and SSRs/CRs sign up to those dates
- Visits to practice being a the sole focus of activity within at least one day of the review, and for many - two days activity
- Three day bespoke training
- Easier/simplified access to and use of the QAA website and folders
- Practice guidelines/annex/proformas
- Additional handbook guidance for the preparation of the SED – e.g. the inclusion of data
- Additional guidance re the provision of material e.g. the contextualisation of student work both theory and practice related.
- Removal of exemplary features and greater emphasis on the identification for dissemination of good practice
- Revisiting of the definition/criteria for the award of commendable
- Consider linking 'visitor'/reviewer training to ensure that the preparation is complementary to each other and that there is minimal repetition in content numbers of people available.

Work continues in drafting the full evaluation report. Data from the remaining feedback seminar will feed into the process.

Mean Scores as at 30/09/2002

Rating scale used:

- 1 = strongly disagree
- 2 = disagree
- 3 = agree
- 4 = strongly agree

Mean score:

- 3.0 and above = satisfied
- 2.1-2.9 = less satisfied
- 2.0 and below = not satisfied

B1. The allocation of reviewer time was appropriate for the ordinary constraints of the review process, reflected the size (staff and student numbers) and complexity (diversity of awards, multi-site/collaborative arrangements) of the provision

All	Institutions	Review Coordinators	Reviewers	Academic Reviewer	Practitioner Reviewer	Kingston/ St George's	N'hampton	Plymouth	SHU	Teesside	Worcester
2.6	3.2	3.2	2.4	2.4	2.5	3.0	2.0	2.1	2.7	2.9	3.2

B2. The range of expertise within the review team, within the ordinary constraints of the review process, reflected both institutional context and main areas of teaching of the provision

All	Institutions	Review Coordinators	Reviewers	Academic Reviewer	Practitioner Reviewer	Kingston/ St George's	N'hampton	Plymouth	SHU	Teesside	Worcester
3.3	3.1	3.7	3.3	3.3	3.3	3.7	2.9	3.3	3.3	3.5	3.5

B4. The review team applied skills and techniques appropriate to verifying the evidence base

All	Institutions	Review Coordinators	Reviewers	Academic Reviewer	Practitioner Reviewer	Kingston/ St George's	N'hampton	Plymouth	SHU	Teesside	Worcester
3.4	3.4	3.8	3.4	3.6	3.1	3.5	3.4	3.7	3.3	3.3	3.5

F1. The judgements made by the review team were consistent with the dialogue during the review

All	Institutions	Review Coordinators	Reviewers	Academic Reviewer	Practitioner Reviewer	Kingston/ St George's	N'hampton	Plymouth	SHU	Teesside	Worcester
3.6	3.9	4.0	3.5	3.7	3.2	4.0	3.3	3.8	3.5	3.6	3.5

Mean Scores as at 30/09/2002

F2. The various categories of judgement were set out clearly in the letter of notification

All	Institutions	Review Coordinators	Reviewers	Academic Reviewer	Practitioner Reviewer	Kingston/ St George's	N'hampton	Plymouth	SHU	Teesside	Worcester
3.6	3.7	4.0	3.5	3.6	3.3	4.0	3.4	4.0	3.3	3.5	3.8

H4 At the end of the Day one meeting(s), there was a clear and shared understanding established about the roles of the:

H4d) Professional Statutory Regulatory Bodies

All	Institutions	Review Coordinators	Reviewers	Academic Reviewer	Practitioner Reviewer	Kingston/ St George's	N'hampton	Plymouth	SHU	Teesside	Worcester
2.9	3.0	3.5	2.8	2.9	2.7	3.3	2.8	3.3	2.4	2.9	3.2

H12 Reviewers demonstrated clear understanding of Professional Statutory Regulatory Bodies requirements in provision.

All	Institutions	Review Coordinators	Reviewers	Academic Reviewer	Practitioner Reviewer	Kingston/ St George's	N'hampton	Plymouth	SHU	Teesside	Worcester
3.4	3.8	4.0	3.3	3.5	3.1	3.8	3.1	3.5	3.4	3.4	3.5