Sample Peer Review Questions by QI

1.1 Improvements in performance

Measures:

a)   Performance data and measures showing trends over time

b)   Quality of individual centres, projects and programmes

c)   Performance against aims, objectives and targets

The Challenge questions:

a) What measures of outcomes do you have?

b)   What trends do they reveal?

General: 1.1 is a really difficult QI – you're best reporting figures and statistics <u>only</u>, and how they change over time. So even if you're reporting on quality, it's best done in terms of figures eg ' 78% learners rated xxxx as 'very good' in 2008, compared to 72% in 2006'
It's also best to report in such a way as to make it clear what the statistics are telling you eg. 'numbers of accredited learning achievements increased over last 2 years by 15%'

Sample questions for the teams:
Community Based Adult Learning:

- How did you measure the 'increase in learner confidence'?
- How do you use the data you have gathered in planning your work?
- Do you have any area statistics that highlight particular target groups are higher in number than others, or more in need?
- What trends are your course statistics showing regarding target groups? Are particular ones growing or declining in number?
- Can we see the report you cite as evidence?
- How do you know your courses are 'well-attended' – do you have retention figures? What are they?
- How do you know more outreach and rural work is needed? How are you going to address this (you report that it doesn't need to go into a development plan)?

Youth Work:

- Do you have access to data such as how many attend? Do you have any records of where the participants are from (ie are they from areas of deprivation, or rurally-isolated areas)? Are they male/female? Do you have any data about parent volunteers eg any training they have successfully completed? Drop out rates?
- Do you have access to records about numbers attending, or improved performance at school as a result of attending the Club? What percentage achieve the ASDAN accreditation?
- What proportion of participants decide to stay on for fifth year?
- How many enquiries in a year? Are the numbers of enquiries increasing? How many referrals to other agencies? Which ones?
- Do you have any area statistics to inform your work? What do they tell you about target groups and trends in the area? How have you taken these into consideration when planning your work?
- Can we see the report you cite as evidence?
- What do your youth work recordings show? Can you give an example of having used them to improve provision?
- What was the background to the service user survey you refer to? How did you decide who to ask to complete it? Did you target specific groupings? How does it show improvement, and over what period? How have you used the results?

Capacity Building:

- Could make a stronger case if you took all the training opportunities Community reps had accessed in a year and reported participation and evaluation data from them.
- Can we see the report you cite as evidence?
- What *are* the outcomes of capacity building and how do you currently measure them?
- How do you ensure that information about target group needs and trends in the area is reflected in the allocation of grants to voluntary organisations?
- (Comment: Not sure if this is a good project to choose to evidence 1.1 – it's perhaps too short-term an event).
- (Comment: It might have been better to have had a wider range of collated evidence that could show some facts and figures for 1.1 and answer the 'to what extent' questions that this QI is asking).

Adult Literacy and Numeracy:

- Do you collate your quarterly reports so that you get a picture over time? How do you spot the trends? I think there's perhaps a disproportionately large number of 'areas for development' under this QI – not all of them are relevant to 1.1
- Any idea why the increase in self referrals?
- How many attend, how often? What's the turnover rate? Are the numbers of increasing? Males/females? By how much is it increasing? Is this better than before the provision existed?

2.1 Impact on participants/learners

Indicative themes:

a) Qualitative and quantitative data that demonstrates the extent to which learners are:
- Included and participating;
- Achieving and attaining;
- Progressing

b) Extent to which participants report that learners' educational experiences enable them to become:
- Successful learners, confident individuals, responsible citizens and effective contributors
- Safe, nurtured, healthy, achieving, active, respected and responsible, and included

The Challenge questions:

a) **What evidence do we have that learners are:**
- **Participating and included**
- **Achieving and attaining**
- **Progressing?**

b) **To what extent are we helping participants to become:**
- **Successful learners**
- **Confident individuals**
- **Responsible citizens**
- **Effective contributors?**

c) **To what extent are we helping participants to be:**
- **Safe**
- **Nurtured**
- **Healthy**
- **Achieving**
- **Active**
- **Respected and responsible**
- **Included?**

d) **To what extent are we helping participants to progress in the core skills of:**
- **Communication**
- **Number**
- **ICT**
- **Working with others**
- **Problem solving?**

e) **What does the data tell us about under-participating and under-performing groups?**

Sample questions for the teams:

Community Based Adult Learning:
- Has participants' skills and confidence increased overall? How do you know?   How is the CBAL programme planned overall? Do learners have any input?
- What role do participants have in planning individual CBAL courses?
- What are the outcomes of your CBAL work? Would you say you are better at some than others?
- How do you know that you are addressing the needs of individual learners when they start a CBAL course?
- What do you mean by 'xxxx' as a strength in 2.1?

Youth Work:
- Do you have a recording of the focus group you held that we could see?
- How do you find out what kind of 'further training' is needed?
- How is training need, and progress, decided and recorded for individuals?
- What evidence do you have that 'New skills are being learnt'?
- Can we see a copy of the evaluation questionnaires?
- How do you feed back to young people on their progress in the 4 capacities from Curriculum for Excellence?
- How are young people involved in planning the activities?
- What evidence do you have that 'communication skills are developed'?
- (Comment: The 'areas of strength' quoted here might be more relevant to 4.1).

Capacity Building:
- How exactly do Comm Reps go about identifying their training needs?
- Do you have any examples of Comm Reps progressing into other roles as a result of being a Comm Rep?
- Can we see some of the evidence – the questionnaire, and whatever you have for 'participation in community activities'
- Can we see an example of a personal evaluation form?
- (Comment: Might have been good to collate some of the general areas in which confidence has increased etc, rather than give individual examples. As it stands, this doesn't make a strong case)

Adult Literacy and Numeracy:
- Why have you rated this at a 4?
- Can we see the evaluation questionnaires? How do you ensure participants aren't 'just saying what they think you want to hear'?
- Is any follow up of participants planned?
- Can we see a learner review and an ILP for the same learner? (to check that their needs were met)

4.1 Impact on the *local* community

Indicative themes:

Quantitative and qualitative data, together with reports from community groups, that demonstrates the extent to which community groups have:
- Confident, skilled and active community members
- Active and influential roles in local and wider decision making
- Developed local services where appropriate, in response to priority needs

- Effective planning, management and evaluation arrangements
- Ensured that they are inclusive and value social and cultural diversity
- Productive networks and relationships with other agencies and organisations

The Challenge questions:

a) **How do we know that members of community groups are developing their skills, abilities and confidence?**
b) **To what extent is provision empowering members of community groups to shape developments in their communities?**
c) **To what extent has provision resulted in communities developing services such as self-help and social enterprise initiatives?**
d) **To what extent has provision resulted in community groups being effectively planned, managed and evaluated?**
e) **How do we know that attitudes and behaviour in relation to social and cultural diversity are improving**
f) **To what extent has provision resulted in increased networking and learning amongst community groups?**

Sample questions for the teams:
Community Based Adult Learning:
General: 4.1 is *not* always relevant to CBAL – 4.1 should have a community aspect to it somehow. It does include supporting individuals to gain skills and confidence, but as a means to their being better equipped to work in or with a community group.
- How do you see 'the tutor', 'delivery of training' and 'course content' as strengths for 4.1? Need to be a bit more specific here.
- Do you work with staff or any partners who have an interest in capacity building at all?
- (Comment: It's more difficult to see a 'community' element in this report – how do you see the relevance of 4.1 to this provision?)

Youth Work:
- Can we see your evidence that 'young people are empowered'?
- Do you think of 'xxxx' as a community group? Why?
- How are young people involved in decision-making? Who is asked to make decisions, when and how?
- How are decisions reached about who to help?
- What evidence do you have that shows 'increased confidence of participants to join groups'?

Capacity Building:
- Can we see a copy of the report you cite as evidence?
- How do you think the Community Reps would react if your support was withdrawn?
- What are you doing to equip them to deal with keeping the group going independently of your support?
- Access to training: do you have any collated info about training that you could draw on?
- How does the ADG ensure that it represents the views of the community? How do you know that it welcomes new members?
- How do the volunteers in the xxxx group make decisions (as a group)? What is your role in this regard?
- What is the membership of the xxxx committee? How is it ensured that young people are listened to, and listen to each other, during committee meetings?

Adult Literacy and Numeracy:
General: 4.1 will rarely be relevant to ALN – 4.1 should have a community aspect to it somehow. It does include supporting individuals to gain skills and confidence, but as a means to their being better equipped to work in or with a community group.
- Do you think of 'xxxx' as a community group? (Unsure how relevant this is to 4.1 otherwise)
- What do you see as the capacity building elements of this provision?

5.10 Improving services

a)   Evaluating information from stakeholders

b)   Evaluating outcomes and impact

c)   Arrangements for reflective practice and self-evaluation

d)   Planning for improvement and monitoring progress

e)   Reporting progress to stakeholders

The Challenge questions:

a)   **How effective are our mechanisms to evaluate information from stakeholders?**

b)   **How well do we evaluate the outcomes from planned activities?**

c)   **How do we ensure that the feedback we obtain from participants and stakeholders gives us the information we need to improve?**

d)   **What improvements have resulted from reflective practice and self-evaluation?**

e)   **What improvements have resulted from planning?**

f)   **How do we ensure that stakeholders are kept fully informed about improvements?**

Sample questions for the teams:

Community Based Adult Learning:

- How do you decide what changes to make as a result of the information from evaluation forms, contact with learners, partners etc?
- How do you check whether any changes you make have improved matters?
- How does your informal feedback to partners (at your regular update meetings) get used? Who uses it, and in what way?

Youth Work:

- How is feedback from evaluation given to participants?
- Can we see the evaluation questionnaires? How do you use the information?
- How does the 'annual review' empower young people?
- What role has self evaluation played in planning youth work previously? Do you see a role emerging this time around?
- How do you decide what changes to make as a result of the information from evaluation and feedback etc? How do you check whether any changes you make have improved matters?

Capacity Building:

- How do you use information from evaluations? What mechanisms are in place for reporting feedback to stakeholders? How do you ensure that evaluations are suitable for the stakeholders you work with?
- How do you find out whether changes you make as a result of evaluation and feedback have improved matters?
- Can we see a copy of the LEAP form?
- Can we see a copy of the Plan?
- How did you decide who filled out the Community Consultation questionnaire?
- How did you feed the results back? How will you keep the community informed of progress?
- Did it give you sufficient information to progress the projects?
- How were the consultation results collated and how was it decided exactly what projects to progress?

Adult Literacy and Numeracy:

- How do you feed the results of focus groups and questionnaires back to those who filled them in, or to other stakeholders?
- What kind of comments did you get from the questionnaire? What actions have been taken as a result?
- How have the changes been fed back to participants that filled in the evaluations? How do you know the changes made met the needs of the participants?