Review of Digital Learning (Wales)

May 2021

Contents

Introduction

1   The Quality Assurance Agency for Higher Education (QAA) is a partner in the Higher Education Investment and Recovery Fund (HEIRF) collaborative project led by Wrexham Glyndŵr University on behalf of Universities Wales Learning and Teaching Network (LTN). The overall project aims to sustain and enhance digital learning pan-Wales. QAA's role is to undertake a thematic review to understand the quality baseline in relation to digital learning. The review is designed to contribute to the development of a sector-wide digital learning enhancement plan for the next two academic years and the findings will be presented at a QAA Sharing Practice Event in September 2021. The method is designed to enable a similar review to be conducted at the end of the project in 2022-23 to measure progress against the digital learning enhancement plan (subject to available funding). QAA will report on areas of emerging practice and development relating to digital learning at sector level. It is not a regulatory review and will not make judgements or provide outcomes for individual providers.

2   The COVID-19 pandemic brought immediate sector challenges and the need for rapid response by adapting and enhancing approaches to learning and teaching, and enabling the overall student experience through a technologically enhanced environment. This thematic review offers providers the opportunity to share their journey, insights and developing practice to inform digital learning enhancements for the future. The review has been designed to minimise the burden on providers, both in terms of preparation and engagement. In this respect, the review varies significantly in its design compared to previous quality assurance reviews. Furthermore, QAA has developed a series of options to engage with this review to ensure providers have the opportunity to make the most of the process to contribute to the sector-wide and pan-Wales digital enhancement plan.

Digital Learning

3   In June 2020, QAA published Building a Taxonomy for Digital Learning that sets out working definitions for key terms in a digital learning environment. The definition for 'digital' is set out as follows:

> The term 'digital' is an umbrella term that is increasing in use in the higher education sector. It is inextricably linked to the storage of data but has **developed as a term to mean involving or relating to the use of computer technology, exemplified by the use of the terms 'digital skills' or 'digital literacy'… It is widely understood that digital information can be accessed offline and it can be engaged with in a variety of situations (onsite, or offsite, in-person or remotely).** Digital ways of working are still linked to the storage and use of information, so it also does not carry with it any suggestion of being inauthentic. Therefore, digital does not seem to have the same connotations as online or virtual and instead seems to be a more neutral term. Its use, therefore, could give providers a greater opportunity to go further than just using the term and articulate what a digital learning approach would look like for their students.

4   There is no universally accepted definition of the term 'digital' in relation to learning, but this rounded definition provides a starting point for the review.[1] QAA recognises that digital learning frameworks and strategies have been adapted and reimagined as a result of

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[1] For further definitions, including relevant terms such as *online* and *virtual, blended* and *hybrid*, and *distance* and *remote learning,* see *Building a Taxonomy for Digital Learning*, available at: www.qaa.ac.uk/docs/qaa/guidance/building-a-taxonomy-for-digital-learning.pdf

the pandemic and approaches to 'digital' will continue to evolve and develop for the benefit of students.

Aims and objectives of the review

5   The overall aim of the review is to inform the sector of the quality of digital learning at end of the academic year 2020-21. To do this the review aims to:

- provide a baseline evaluation on how well the sector is managing and assuring the quality of digital teaching and learning
- evaluate the support provided to students to progress, succeed and optimise their achievement through the use of digital learning.

6   To achieve this, QAA will evaluate how providers are managing the quality of digital learning and identify emerging practice and enhancements. Consequently, the review will provide an overview of sector strengths, areas for development, and opportunities for collaborative engagement.

Scope

7   The focus of the review is on the processes in place to quality assure digital teaching and learning for all higher education students to succeed. The review is relevant to all English and Welsh provision at levels 4 to 8 of the FHEQ and includes all higher education students irrespective of their level, mode, language or location of study including students studying with local partners through validated/franchised arrangements. (**It should be noted that TNE provision is not in scope for this review.**) The scope includes work-based and other credit-bearing provision. This forms a baseline level of quality assurance against which a follow-up review can be conducted, including the impact of collaboration and sharing of practice resulting from the wider HEIRF collaborative project.

Student engagement

8   QAA will not be engaging with students directly throughout this review due to a separate strand of work within the overall project being undertaken by Swansea University (although providers might wish to involve students/student representatives in answering the question list in Annex A - either through written answers or dialogue with the reviewer as applicable). The project undertaken by Swansea University is an evaluation of student perceptions on their digital learning experience during 2020-21 through focus groups and surveys. The results of this work will also be presented at the QAA Sharing Practice Event in September 2021 and have the potential to inform the outputs of the review. QAA is working closely with Swansea University to ensure the two projects complement each other while not replicating their respective engagement with providers.

The review method in detail

9   The review method is based on the completion of structured notes by the reviewer for each provider which in turn forms the basis of the sector report. The structured notes are underpinned by two key elements: a question list and evidence base. While there are a number of options of how providers may engage with the review process, the evidence base forms a common element of the process. The completion of responses to the question list, on the other hand, may form the basis of a desk-based review and engagement by a provider or, where the provider opts to meet with the reviewer, form the focus of discussion and completion of structured notes by the reviewer (see 'review engagements' for further details on the options available to providers).

Question list

10 The review uses QAA's COVID-19 support and guidance as its basis, in particular the Questions to Inform a Toolkit for Enhancing Quality in a Digital Environment (a sector-wide document published in July 2020).[2] This guidance document provides key considerations for maintaining quality in a digital environment structured around five areas. For the purposes of this review, we will focus on the considerations specifically related to the quality of student learning. A common question list, tailored from this document, has been developed to best represent the review's purpose: gathering information on the quality baseline in relation to digital learning to inform the sector-wide digital learning enhancement plan. The questions will form the basis of the review engagement regardless of the method of engagement chosen.

11 QAA has consulted on this question list with a selection of senior quality contacts within providers to ensure the questions are fit for purpose. The full question list can be found at Annex A. Reviewers will record the review findings using a form structured on the question list (structured notes) - see 'Review outputs' for further information on the structured notes.

Evidence base

12 There is no requirement for providers to produce a self-evaluation document. As a baseline review, the provider's submission is based on a pre-defined and pre-existing set of standard documents. The evidence list has been constructed to match the question themes to the most appropriate documents. QAA has also consulted a selection of senior quality contacts within providers to ensure the evidence base is fit for purpose and minimizes the volume of material and preparation for the review. The evidence list can be found at Annex B. As a number of providers have been through a Quality Enhancement Review (QER) during the academic year 2020-21, QAA gives these providers the opportunity to map their QER information base to the evidence base template and to identify more recent/ supplementary information as appropriate. Providers who have undergone a QER in 2020-21 can also engage in the review through dialogue with the reviewer (see options 3 and 4 under 'Review engagements').

13 There is provision in the evidence list template to cross-reference the evidence to the questions. It would be helpful if providers could reference the most relevant sections of documents, particularly as they may relate to a number of different review questions, or where a particular section of the document may be directly relevant to digital learning. Providers are welcome to supplement the evidence list if they wish, while being mindful of the purpose of the review and the need to make it a manageable exercise.

14 The provider will need to upload their evidence base, the timing of which is indicated in Annex D depending on the provider's option of review engagement. The precise date for doing this will have been confirmed by QAA through correspondence which includes instructions, including a password, of how to complete the upload.

15 It is appreciated that providers may have an equivalent piece of evidence or structure their documentation in different ways. Providers will be asked, therefore, to number and record the name of their document against the evidence list.

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[2] This document was published by QAA in July 2020 based on a QAA Member webinar on 'Maintaining Quality in an Online Learning Environment' and offers considerations to support providers to develop toolkits for maintaining the quality of their digital learning approaches.

16   Some documents may be publicly available. If so, it is appropriate to provide the address to the web page rather than submission of the document. Providers may wish to provide the reviewer access to an extranet network or even a virtual learning environment if this is a more convenient method of providing access to the evidence.

Key participants

Provider contact

17   The provider will be invited to nominate a key contact for the review. The role of the key contact is to:

- act as a single point of contact for QAA throughout the review, including the upload of evidence, the scheduling of the online visit and programme of meetings (where appropriate)
- provide advice and guidance to QAA and the reviewers on the provider's structures, policies and procedures, including prompt supply and/or access to additional information if required
- provide advice and guidance on if the provider wishes to engage in the review in the medium of Welsh or English in relation to their method of engagement
- attend online review meetings (where appropriate) to provide communication and understanding for the provider.

Reviewers

18   Reviewers will be drawn from QAA's existing pool of trained reviewers and recruited on the basis their expertise and knowledge of digital learning. One reviewer will be allocated to each provider.

QAA member of staff

19   A QAA member of staff will provide training and support to reviewers, as well as advice and guidance to providers as required.

Review engagements

20   Providers have a number of options to choose from for their engagement in the review.

Option 1. Desk-based review

The provider completes evidence base template, responses to questions and uploads relevant evidence to support responses to questions. The reviewer completes structured notes on the basis of the submission.

Option 2. Desk-based review for providers that have had a QER in 2020-21

The provider maps the QER information base to the evidence base template and identifies more recent/supplementary information, as appropriate. The provider can also submit additional evidence if they wish. The provider can then opt for an entirely desk-based review whereby the reviewer would complete structured notes on the basis of the QER evidence base. However, the provider can also engage in dialogue with the reviewer if they wish (Options 3 and 4).

For desk-based reviews, the resultant structured notes will be shared with the provider for factual accuracy checks. At this point, there is opportunity to raise points for clarification and requests for additional evidence. These requests will be kept to a minimum.

Option 3. Reviewer engagement dialogue

The provider completes the evidence list and engages in a discussion with the reviewer to provide responses to questions. Providers can give some answers in advance if they wish to. This online dialogue with the reviewer will be no more than half a day.

Option 4. Reviewer engagement

For this option, the provider has the opportunity to engage with a QAA reviewer where they have completed both the evidence list and responses to questions. Like Option 3, this engagement may be up to half a day.

21   All review engagements will be conducted online. For the protocol on holding online review meetings, please see Annex C. It is for providers to decide which members of staff would meet with the reviewer and which sections of the question list would be discussed in which meeting. It is anticipated that a meeting would be scheduled for an hour to an hour and a half, and that an engagement may take one or two meetings. QAA will agree a date for the review engagement where providers decide on either Options 3 or 4. Please note that these meetings do not need to take place consecutively. QAA and the reviewer will work to be as flexible as possible to accommodate the availability of staff.

22   A detailed timeline for the review process is presented in Annex D. For desk-based reviews, providers will be given a minimum of three weeks to prepare. Where providers are engaging with the reviewer, the submission period takes into account the preparation time required of the reviewer. In many instances, the scheduling of providers' reviews will allow a longer preparation period than suggested by Annex D.

Review outputs

Emerging practice

23   Reviewers will work with providers to identify 'emerging practice' related to digital learning. For the purposes of this review, emerging practice is defined as practice which makes a particularly positive or innovative contribution to the student experience of digital learning and has the potential to benefit the pan-Wales digital student experience. Following review engagements, QAA will work with providers to develop a case study on their identified emerging practice. Therefore, providers are not expected to write a case study as part of their submission. Providers with identified emerging practice case studies might be approached to present at the QAA Sharing Practice Event in September 2021.

Structured notes and sector report

24   The reviewer will produce structured notes for each provider engagement which will remain unpublished. Structured notes are most applicable to reviews where the reviewer is required to complete responses to the questions, that is, Options 2 and 3, and to a lesser degree Option 4. For Option 1, the desk-based review, the provider's submission will form the main basis of the structured notes supplemented by the reviewer's analysis, additional notes and references.

25   Individual provider notes will be shared for factual accuracy after the engagement and a final version shared with the provider at the end of the review. Providers are welcome

to submit additional information at this point if it is felt it will be a helpful contribution to the sector report. The structured notes will be used to create a sector-wide report. Providers will not be named individually in the report unless it is referring to an example of emerging practice. All recommendations from the sector-wide report will be made at sector level rather than individual provider level.

Sharing Practice Event

26   In addition to QAA's role in the review as part of the HEIRF collaborative project, QAA is hosting a Sharing Practice Event on the achievements and developments of the project. Consequently, the findings of the review (including the emerging practice case studies) will report to the Sharing Practice Event scheduled for September 2021. Providers may be asked by QAA to present on their emerging practice at this event. The Sharing Practice Event will report on the findings of both the thematic review and the student perceptions project, as well as featuring international sector experts on digital learning.

Annex A: Question list for the review of quality of digital learning

If there are any particular examples of emerging practice that can be shared as a case study, please reference this as part of the relevant section(s). See 'emerging practice' in the method statement for more information.

Digital Learning Framework

1. This project focuses on 'digital learning'. Is this a term that is widely used at your institution, or do you have a preference to use other terminology?

2. What are you aiming to achieve through the institution's digital learning strategy/framework?

3. Do you have any baseline standards for digital teaching, learning and assessment?

4. Have you identified any gaps in how effectively the digital learning framework covers all students studying on and off-campus?

5. What updates have been made to your policies and procedures during the last year to support and enable digital teaching and learning?

6. Have you adapted the way in which student feedback is gathered in relation to digital learning?

7. What future development(s) do you have planned that relate to digital learning or the digital infrastructure?

Student-centred learning, teaching and assessment

8. How do you measure student engagement with digital learning?

9. Please provide an example of a change made to digital learning as a result of student feedback.

10. In what ways have you adapted the supervision of lab-based practicals, clinical practice, and fieldwork with the move to a digital environment?

11. How do you ensure that students are being assessed fairly, irrespective of where they are studying?

12. What challenges have you had relating to the setting of assessments and the security of assessments?

13. What policies and mechanisms are in place to address issues of digital poverty and/or digital inequality? How are you addressing digital poverty and/or inequalities?

14. Are there any particular examples of good practice that can be shared for a case study that provide innovative approaches in digital delivery and/or assessing students, or the challenges faced in using specific types of assessment with the move to digital learning?

Teaching staff

15. What 'new' aspects of staff development have been included to support staff with the demands of digital learning?

16. Can you share examples of how effective academic staff have been in helping to foster a sense of digital community and cohort identity among students?

17. How do you identify and share good practice, and how are you building on what you are doing in relation to digital teaching, learning and assessment?

18. What, if anything, is included for digital teaching and learning in the staff development and training for the 2021-22 programme?

Learning resources and student support

19. How does the technical infrastructure you have in place currently ensure the accessibility of learning resources, materials and assessment systems for all students? Have any areas for development been identified?

20. What adaptations have been required to enable all students studying or being assessed in English or Welsh to successfully participate in learning activities and undertake assessments?

21. What induction and ongoing arrangements do you have to support students in using digital technology and developing skills and competencies to enable them to engage successfully as part of an online learning community?

22. How have your support arrangements been enhanced to cater for the wellbeing of students with the move to digital learning?

Welsh language

23. What challenges are there for Welsh medium digital teaching, learning and assessment and how will this inform your approach going forward?

24. What mechanisms have been put in place to ensure that Welsh medium study opportunities are maintained? Can you share examples of how you continue to ensure parity of experience and opportunity across English and Welsh medium programmes?

Annex B: Evidence list for provider reviews

Where available, please provide the latest documents (or equivalent for your provider) to help us understand your 'baseline' in relation to digital learning at your institution.

	Key documentation and information
1.	Governance & Committee Structure
2.	Strategic Plan
3.	Learning & Teaching Strategy
4.	Assessment Strategy/Policy or equivalent including any assessment policies specific to Welsh language
5.	Blended/Distance/Digital/E-Learning Strategy including any guidance information for staff if provided separately
6.	Baseline standards for digital learning
7.	IT Strategy
8.	Quality Assurance Handbook
9.	Collaborative Provision Strategy/Policy
10.	Student Charter
11.	Specific changes to Academic Regulations due to flexible delivery arrangements in response to COVID-19, if relevant
12.	List of approved programmes and/or minor/major modifications (including type of change) during 2019-20 and 2020-21
13.	Any action plans during 2019-20 and 2020-21 which include actions relating to digital learning and assessment and/or the digital infrastructure
14.	Staff Development Policy
15.	Corporate Staff Development Programme 2019-20, 2020-21 and 2021-22 (if available)
16.	Example: School/Faculty training programme for staff 2019-20, 2020-21 and 2021-22 (if available)
17.	Student Support and Wellbeing Policy*
18.	Library/Learning Centre student support information/guides and resources that relate to digital learning/technologies/skills etc*
19.	Example: Health and Safety Guidance 2020-21 (for laboratory work/practice)*
20.	Example: Clinical Practice Handbook 2020-21*
21.	Example: Placement Handbook for Students 2020-21*

22.	Access to VLE (providing examples of student-facing documents such as student and programme handbooks, module guides, assessment briefs)
23.	Number of students studying abroad and on exchange programmes during 2019-20, 2020-21 and 2021-22 (if available)

*Documentation/information likely to be available via VLE access.

Annex C: Guidance for higher education institutions: Online review meetings

This Guide is intended to provide an outline of how you can join the online meetings that will be conducted as part of the QAA review of your institution, to answer frequently asked questions and to share our top tips. This document should be shared with any staff, students or other stakeholders at the institution that have been invited to attend an online meeting with the QAA review team.

All online meetings held during a review will be hosted by QAA and conducted through a QAA-approved and supported platform (normally Microsoft Teams or Zoom). Any request from the institution to use an alternative platform will only be considered in exceptional circumstances. It is appreciated if institutions take appropriate steps to ensure that their participants are conversant with the software ahead of the review. Institutions are encouraged to arrange a briefing session for staff and students to help with this.

Meetings during a review

Meetings that the review team hold with staff, students and/or other stakeholders are a formal part of the review of a higher education institution. These provide an opportunity for the review team to engage in discussion and, therefore, it is important that everyone in the meeting has an opportunity to contribute to the discussion.

The programme for the review will have been discussed and agreed between the review team and the institution under review. QAA will have sent your institutional contact/facilitator details of the names and/or roles of people that they wish to meet during the review. The institutional contact is responsible for ensuring that the team's requirements are met, forwarding on the meeting invitation details and providing a list of names to the QAA Officer in advance of the visit.

Details of QAA reviews and the roles of reviewers within teams are provided in Annex 2 below.

How to join the meeting

You will receive an email from the institutional facilitator inviting you to 'join' an online meeting in the form of a calendar invitation. We ask that you do not share the event calendar invitation with anyone else.

At the time of your meeting, click on the 'Join the online meeting' link to access the meeting. The link can be found in the email inviting you to the meeting or by clicking on the meeting shown in your Outlook calendar. Please join the meeting using your full name to ensure that you are easily identifiable to all meeting participants.

Meeting conduct

Participants will be invited to arrive five minutes before the official start of the meeting; this will give you time to check your access and connection. Check your settings to ensure that your **video is turned on and your microphone is muted**, before you press on the 'Join now' button. Please ensure that you join the meeting on time. When you click to join the meeting, you will be placed in a virtual 'lobby area' and will be admitted to the meeting for the start of the meeting.

When you join the meeting, please ensure that your video is enabled. There could be up to 20 people joining the meeting and it would be useful from the review team's perspective to

be able to see everyone onscreen, if possible. If you are experiencing bandwidth issues, the review team may ask that you turn your video off. If, for whatever reason, you unexpectedly leave the meeting, you can re-enter using the 'join the online meeting' link in the email invitation. If this happens, please ensure that your video is still turned on and your microphone is still muted.

When you join the meeting, please ensure that your microphone is muted to avoid interference and feedback. Also ensure that other electronic devices (such as your phone) are kept away from your microphone as these may also result in interference.

A member of the review team will chair each meeting and members of the team will take it in turn to ask questions of the group. We would ask that you use the 'Raise your hand' function to indicate that you wish to answer the question. This will notify the Chair, who will invite you to speak. When answering, please remember to unmute your microphone and mute it again when you have finished speaking.

Meetings will not be recorded using the 'record' function available through the online platform. As with all QAA review meetings, a member of the panel will take notes during the meeting. Everything discussed in the meetings will be anonymised and will not be attributed to an individual in subsequent reporting.

The 'chat' function should only be used for issues relating to meeting management (for example, notifying the team of poor internet connection, audio issues or an intention to speak) rather than for posting answers to the questions raised. All answers to the questions posed by the team should be made verbally so these can be captured in the formal note of the meeting.

It is best to wait for a natural pause in the conversation before speaking to avoid cutting across anyone already talking. The Chair will monitor this and, where necessary, may have to request that people take turns to speak.

For reviews in Wales, the Welsh Language Commissioner has confirmed that the Welsh Language Standards still apply in the online and virtual environment. Zoom is currently the most effective platform for simultaneous translation. If simultaneous translation is required, please contact your QAA Officer as soon as possible in order that we can arrange a translator and book the Zoom license. For guidance on holding a bilingual online meeting, please see the Welsh Language Commissioner's guidance on Holding bilingual video meetings.

Further information on using Teams and Zoom is provided in Annex 1 below.
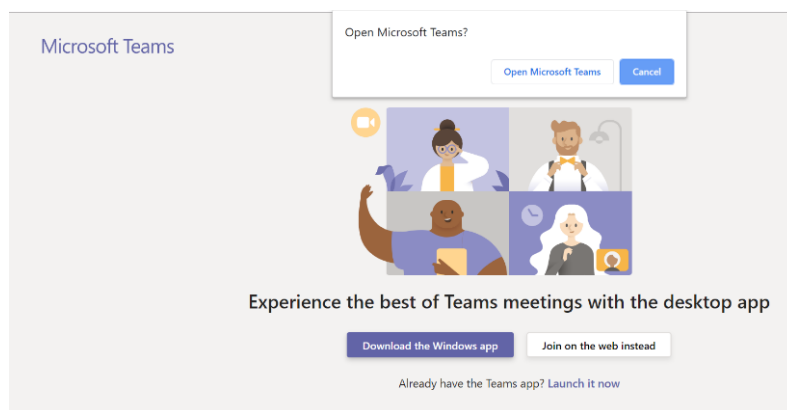
Annex 1: Top tips

If possible, we recommend that you use a headset as this will often provide you with clearer audio than the built-in speakers of your laptop or PC.

A basic broadband connection should be sufficient to engage with Teams and Zoom. If your wi-fi connection is not always stable, you may wish to use an ethernet cable to plug your computer directly into the router.

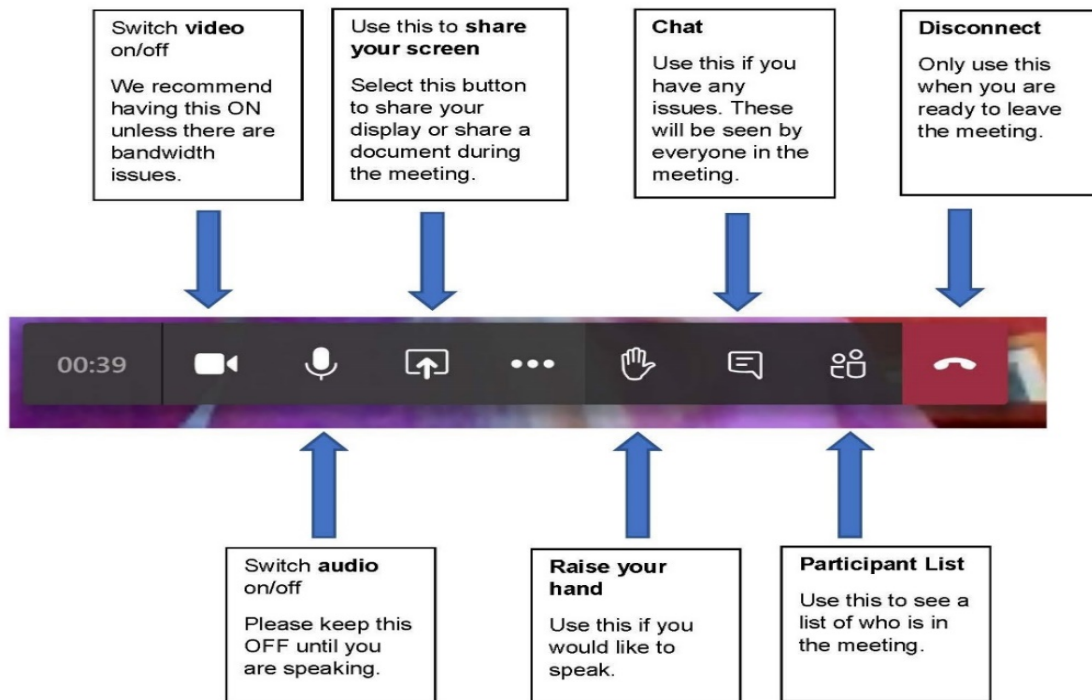See below for guidance on using Microsoft Teams and Zoom.

Microsoft Teams

If possible, use the downloaded desktop app version of Teams rather than the web app version in your browser: we have found that this is a more stable platform. If you do not have the Microsoft Teams app installed on your desktop, phone or tablet, you can join the meeting through the online version of Microsoft Teams by clicking on the link that will appear after you have accepted the meeting invitation. We would recommend using the Microsoft Edge browser to access Teams, as other browsers are not fully supported. This will take you to the Teams page (see below) where you will be asked whether you want to open Teams.
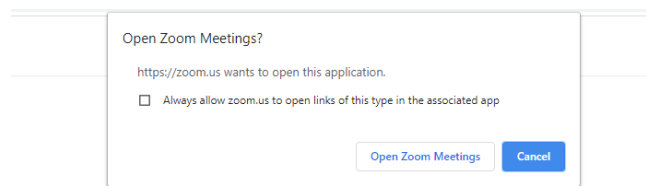

- If you would like to know more about using MS Teams, there are helpful videos at: https://support.microsoft.com/en-us/office/microsoft-teams-video-training-4f108e54-240b-4351-8084-b1089f0d21d7

- Specifically, about joining meetings: https://support.microsoft.com/en-us/office/join-a-teams-meeting-078e9868-f1aa-4414-8bb9-ee88e9236ee4

Here is a diagram of the settings available to you during Teams meetings:

Zoom

If possible, use the downloaded desktop app version of Zoom rather than the web app version in your browser - we have found that this is a more stable platform. If you do not have the Zoom app installed on your desktop, phone or tablet, you can join the meeting through the online version of Zoom by clicking on the link that will appear after you have accepted the meeting invitation. Zoom should work well on any modern web browser such as Chrome, Safari or Microsoft Edge. This will take you to the Zoom page (see below) where you will be asked whether you want to open Zoom.
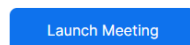
- If you would like to know more about using Zoom, there are helpful short tutorials and videos at:
https://support.zoom.us/hc/en-us/categories/200101697

- Specifically, about joining meetings:
  https://support.zoom.us/hc/en-us/articles/201362193-Joining-a-meeting
- Specifically, about information for getting started with various different devices including laptops, pads and phones and the setting available to you during meetings:
  https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started

Annex 2: About the review team

The precise composition of the team undertaking the review is flexible to address the nature of the institution and the scope of the review. Reviewers are senior members of staff or experienced students who have experience of quality matters at an institutional level.

All reviewers have responsibility for:

- reading and analysing the documentation the provider has submitted
- participating in the review visits
- reaching conclusions on the basis of the information gathered during the review
- contributing to and commenting on the review reports.

Some reviews include a **student reviewer** who brings a learner perspective to the review. Their responsibilities during the review are likely to focus on lines of enquiry relating to the institution's management of the student learning experience, including the learner journey, and student engagement.

Some reviews (for example, ELIR in Scotland) have a **coordinating reviewer** as part of the team who has responsibility for maintaining an overview of the review progress and its outcomes. They have particular responsibility for proactively managing the review and the review team. The coordinating reviewer maintains an ongoing record of the team's emerging conclusions and supporting evidence. At the end of the review visit, the coordinating reviewer uses the ongoing record to support the team and the QAA Officer in preparing an outline draft of the report.

Some reviews include an **international reviewer** who can bring an added external perspective to the team's consideration of the institution's approach to quality assurance and the enhancement of the student learning experience. International reviewers are expected to have a range of knowledge and experience that will benefit the institution, the review process, and the wider higher education sector, including comparative international knowledge and experience. International reviewers are senior peers, selected from appropriate higher education institutions or related agencies. Their selection to a review team for the review of any particular institution is informed by their expertise and experience, with the aim of achieving a suitable match to the strategic approach and enhancement priorities of the institution.

Each review is managed by a senior **QAA officer**, who provides advice to the institution on its preparations for the review and supports the review team in its initial analysis of documentation. The QAA officer accompanies the team during part, or all, of the team's visits to the institution, providing advice as appropriate. The QAA officer is responsible for testing that the review team's findings are based on adequate and identifiable evidence, and for editing the reports.

Further resources

More information on the methods undertaken by review teams are available on the QAA website.

Annex D: Provider review timeline and activities

Timeline	Option 1 Desk-based review	Option 2 Desk-based review for providers that have had a QER in 2020-21	Option 3 Reviewer engagement (without necessarily completing responses to the questions)	Option 4 Reviewer engagement (with completion of responses to questions)
No later than minus 3 weeks	Provider starts completing evidence base template and completing responses to questions referencing evidence to the responses to questions.	Provider maps the QER information base to the evidence base template and identifies supplementary/more recent information, as appropriate. Provider cross-references the evidence list to the relevant questions and any additional evidence they wish to provide (for instance, where there is a more recent version of a document).	Provider completes evidence base template. Provider can answer some of the questions at this stage. Any responses at this stage provide a guide for engagement with the reviewer rather than having the status of a comprehensive submission.	Provider completes evidence base template and completes responses to questions referencing evidence to the responses to questions.
Minus 1 week		If the provider wishes to engage the reviewer in dialogue (**Option 3 or 4**), the provider uploads its evidence list at this point.	Provider uploads the evidence base and any responses to questions as relevant. Provider proposes the schedule and participants for the meetings and which question areas are to be covered in which meeting. Reviewer analyses the evidence and starts to complete structured notes in preparation for dialogue with the provider.	Provider uploads the evidence base and responses to questions. Provider proposes the schedule and participants for the meetings and which question areas are to be covered in which meeting. Reviewer analyses the evidence and starts to complete structured notes in preparation for dialogue with the provider.

0 week	Provider uploads the evidence list and any supplementary evidence. Reviewer completes analysis of the evidence base and completes structured notes. Reviewer identifies any points of clarification and potential emerging practice.	Provider uploads the evidence list and documents, and the responses to questions referenced to the evidence base. Reviewer completes analysis of the evidence base and completes structured notes. Reviewer identifies any points of clarification and potential emerging practice.	Reviewer engagements take place: up to two meetings with staff selected by the provider. On the basis of meetings, the reviewer completes the structured notes and identifies any points of clarification and potential emerging practice.	Reviewer engagements take place: up to two meetings with staff selected by the provider. On the basis of meetings, the reviewer completes the structured notes and identifies any points of clarification and potential emerging practice.
Plus 1 week	Provider sent structured notes and any points of clarification from the reviewer. Provider given one week to respond.	Provider sent structured notes and any points of clarification from the reviewer. Provider given one week to respond.	Provider sent structured notes and any points of clarification from the reviewer. Provider given one week to respond.	Provider sent structured notes and any points of clarification from the reviewer. Provider given one week to respond.
Plus 2 weeks	Provider submits comments and responses to points of clarification. The provider can submit additional information/evidence if they wish. Reviewer finalises structured notes which are sent to the provider.	Provider submits comments and responses to points of clarification. The provider can submit additional information/evidence if they wish. Reviewer finalises structured notes which are sent to the provider.	Provider submits comments and responses to points of clarification. The provider can submit additional information/evidence if they wish. Reviewer finalises structured notes which are sent to the provider.	Provider submits comments and responses to points of clarification. The provider can submit additional information/evidence if they wish. Reviewer finalises structured notes which are sent to the provider.

This document is also available in Welsh