

EVALUATOR TRAINING

Some features of a good report

1. It is well argued. A claim made is substantiated by evidence
2. It judges a case on its academic merits and not own parochial ideas
3. It is free of bias – objective
4. It is comprehensive yet succinct
5. It does not look at criteria in isolation – lateral approach
6. The judgement made aligns with the narrative

example

Evaluator evaluates Higher Certificate in HIV/AIDS and make following statements:

- "If this *degree* is attempting to produce *graduates* who are able to *counsel and manage HIV/AIDS* patients it needs to be structured to meet this objective."
- "*The name of this programme is misleading in that it will not equip graduates with the skills required to counsel and/or manage patients with HIV/AIDS. At best it will be able to give knowledge and maybe sensitize students to the psychosocial, management and workplace issues.*

Exercise:

Look at the three examples:

1. Which one(s) would you regard as “good” and which as “not so good”? Why?
2. Why are “not so good” reports problematic?

What makes a quality report?

1. Integrity of the narrative per criterion
2. Consistency and integration across criteria focusing on the process to support quality of programme
 - Criteria 2: enrolment planning.
 - Criterion 4: workload allocation
 - Criterion 7: facilities
3. Evidence based, etc.
4. Consider all documents and supporting documents
5. It makes sound judgements
6. Conditions set are feasible, attainable and measurable

Making judgements

1. No programme - no accreditation
2. Poor/flawed programme, insufficient staff – no accreditation
3. Poor/flawed programme, no facilities – no accreditation
4. Good programme, but insufficient staff/facilities – could be saved prior to commencement
5. Poor/flawed programme, good staff – maybe saved prior to BUT...
6. WIL important but often not sufficient grounds to refuse accreditation

Exercise (1 hour)

Use report 2 and make a judgement based on the narrative for each criterion.

In doing this flag some of the problems that you may have in forming a judgement

Now do the same with report 1 and 3

Debriefing: What have you gained from the exercise?

1. a

Reaching an overall judgement

1. Use reports 2 and 3 and reach an overall judgement in terms of a recommendation.
2. List possible conditions or reasons for non-accreditation
3. Decide and motivate if a condition should be:
 - Prior to commencement
 - Short term
 - Long term

Judgements in terms of conditions

- Prior to commencement – if condition is not met before students enrol, students will be placed at a disadvantage and quality of offering will suffer
- Short term – may enrol students but must fix the problem before it could affect students or the quality of the programme negatively
- Long term – can be fixed later without putting students or quality assurance at risk