



QUALITY-OF-LIFE IMPACT OF
CARE, EDUCATION & TRAINING

Discover the QIAT: A tool to measure services' impact on quality of life

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The Benefits of Participant Perceptions in Building Quality Services

“People with 'lived experience' of a particular condition are often best placed to advise on what support and services will make a positive difference to their lives” (NHS England, Co-Production)

Why Ask the Service-User

- Contribution to Quality Improvement
 - Coproduction
 - Quality Focus on Customers and Beneficiaries
 - Evidence-informed approach
 - Linking service-user perceptions to program content and processes
- Contribution to Service Ethos
 - Person-centred Key Performance Indicators
 - Service-user involvement in Program Evaluation
 - Empowerment and Valorisation

Involving Participants in Quality Improvement

- Meaningful engagement and collaboration
- Being open to listening to feedback about needs and aspirations
- Increase inclusion of participants in all elements of their support i.e., support plan development
- Respect the principle of "nothing about me without me"
- Being honest in self-assessment and highlighting areas where improvements are needed
- View areas for improvement as opportunities rather than flaws

Supporting Individuals to respond honestly in a context of power inequality

- Avoid the influence of a staff or family member who has a stake in the outcome
- Empower the person to express a genuine opinion
 - Spend time developing a relationship
 - Ensure that the person believes that their ideas are important to the organisation
 - Explain how their opinions will help to improve services
 - Allow the person to invite an advocate, who has not stake in the outcome, if they wish
 - Provide an introduction that allows the person to try out responding
 - Ensure the person understands and can apply the response set accurately

Supporting Individuals to respond honestly in a context of power inequality

- Reassure the person when they are exploring the procedure
- Point out or provide additional training where necessary
- Allow the person to discontinue at any time they wish
- Enable the person to understand the content of the item
 - Ensure that the person understands the context for each item
 - Before asking for a response, discuss the reason why the item is important
 - Provide examples that illustrate the meaning of the item

Supporting Individuals to respond honestly in a context of power inequality

- Facilitate the person to make an effective decision
 - Confirm with the person that they are ready to make a decision
 - Provide a range of possible ways of indicating a decision
 - Let the person decide on the one that suits them best
 - Check the response using a different mode of response with the person that their wishes have been understood
- Confirm with the person that their wishes have been understood
 - Summarise the meaning of each rating that the person makes - relating it to the service in which the person is participating
 - Discuss the person's feedback profile of responses with them and ask them if they wish to change anything
 - Praise the person for their honesty

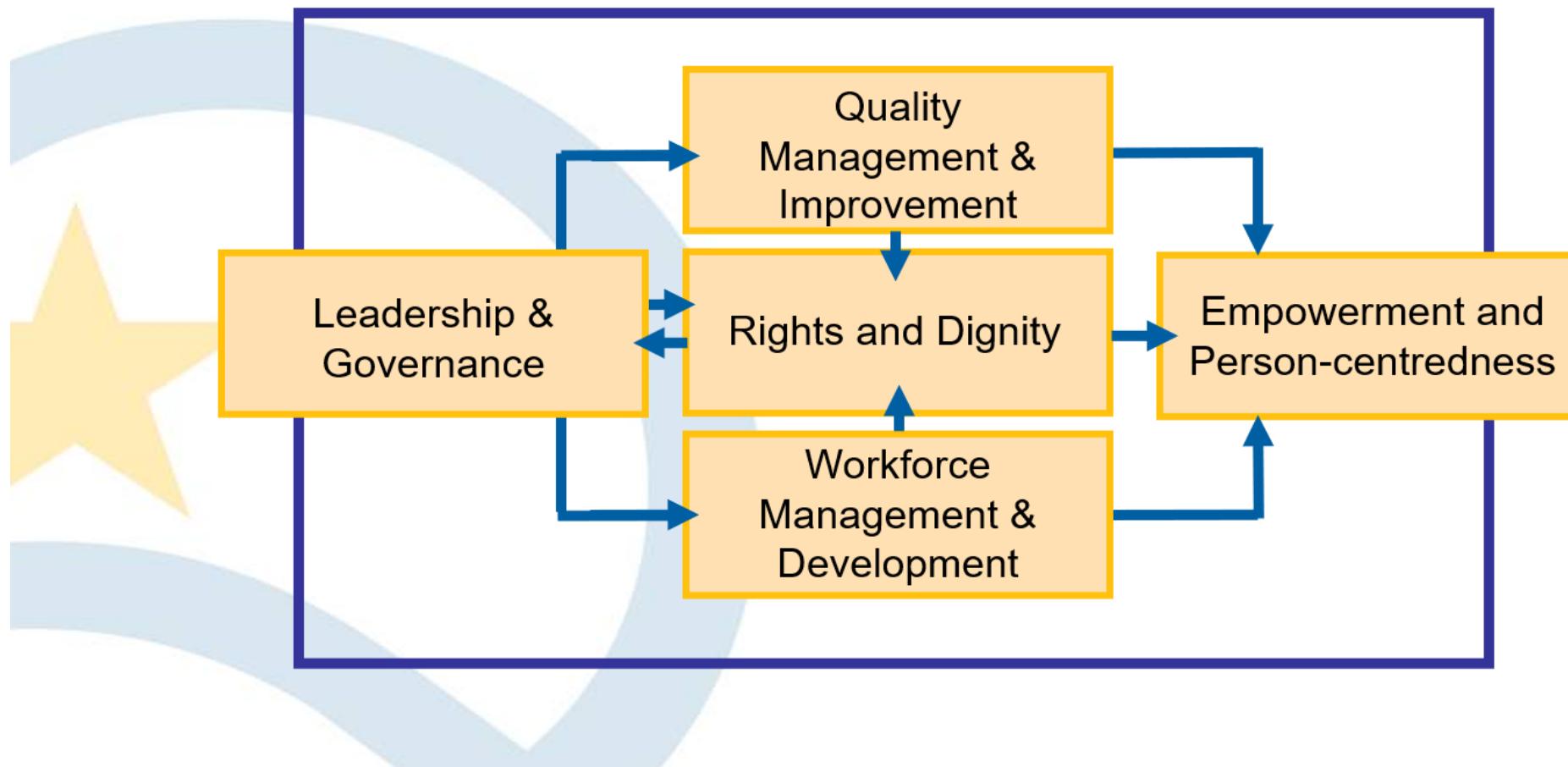
Participant Perceptions of Quality of Life (QoL) Impact as a Key Performance Indicator

- QoL is:
 - A high policy priority for funders and stakeholders
 - Important to the individual and their family
 - Integral to the majority of intended programme outcomes
 - Relevant in all service sectors – health & social care and vocational education & training
 - Capable of providing a multifactorial insights into service content and processes
 - Easy to understand

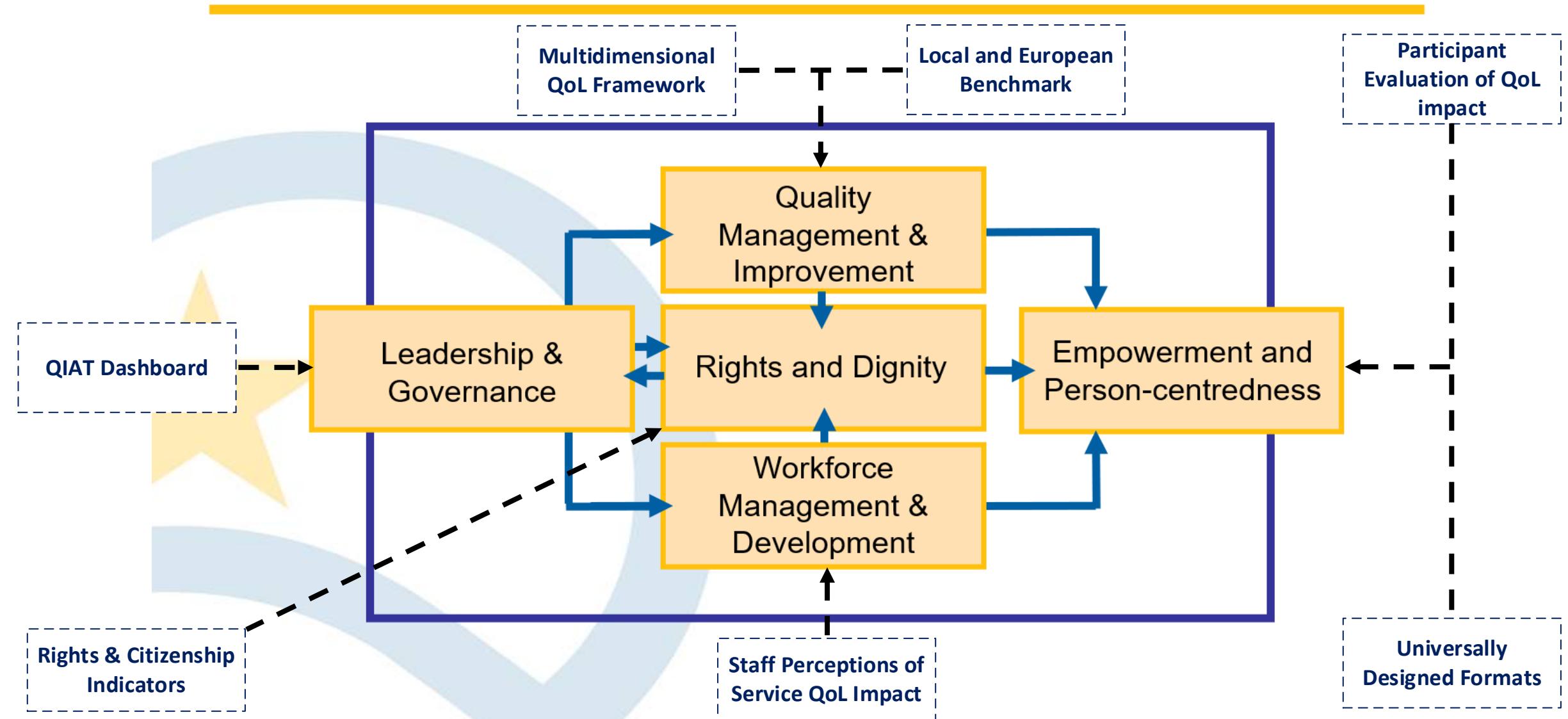
An Individual Theory of Quality Of Life



The Revised EQUASS Framework



The Revised EQUASS Framework



Online QIAT Link

<https://qoliserv.eu/en/qol-impact-assessment-tool>

How to Ask Participants

- Use a multidimensional model of QoL
- Use more than one item for each variable
- Link the items directly to the impact of the service
- Link results to program activities
- Control for random variation and reliability
- Validate the content of the tool
- Use staff perceptions and a sectoral benchmark as the criteria for judging quality

How to Ask Participants?

- Change the order of the rating scale to avoid response bias
- Use training items to identify acquiescence and social desirability responses
- Create multiple formats and multiple means of responding (UD of the tool)
- Create a proxy version for those who are challenged by the tool

QOLIVET QoL Impact Assessment Tool (QIAT)

- Online administration
- 4 Modes of Administration
 - Individual
 - Independent
 - Mentored
 - Proxy
 - Group
- 3 Sectors
 - Community Care
 - Specialised VET
 - Mainstream VET

QOLIVET QoL Impact Assessment Tool (QIAT)

- A. **Participant QIAT versions:**
 1. Full QIAT version: 47 items It allows a direct comparison between the views of participants and staff.
 2. Screening QIAT version: 31 items. It takes less time to complete and is intended to give organisations an efficient tool to monitor the views of participants
 3. Plain Language QIAT version: 31 easy-to-read items, supported by examples which can be completed independently by participants with literacy or language challenges.
 4. Simplified Rating QIAT version: 31 easy-to-read items supported by examples with a less complex rating scale for participants who are numerically challenged.
 5. Assisted Rating QIAT version: 31 items broken down into three prompts aimed to help a participant to understand more clearly the intention underlying each item. It uses the simplified rating scale and the supporting examples.

QOLIVET QoL Impact Assessment Tool (QIAT)

- A. Proxy QIAT version:** 47 items. It is intended to be used when it is clear that a participant is either not in a position to, or is unable to, complete any of the participant versions of the QIAT.
- B. Staff QIAT version:** 47 items. It allows staff to rate the extent to which the service in which they are working impacts on the QoL of its participants.
 - The Staff QIAT is intended to provide criteria against which the views of service participants can be compared.
 - Staff of a service unit or course complete the QIAT at the beginning of each year.
 - The ratings of service participants can then be compared to the ratings of staff as a way of identifying service strengths and areas for improvement.

QIAT Quality Focus

The service impacts on the QoL of service users

		Service User Perceptions		
		Y	N	DK/NA
Staff Perceptions	Y	Congruent	Incongruent	Ambiguous
	N	Incongruent	Congruent	Congruent
	NA	Ambiguous	Congruent	Congruent

The QIAT 6 Point Scale Versions

		Totally Disagree	Disagree	Agree	Totally Agree	Don't Know	Not Relevant
QI.35/24	Full & Screening QIAT The service provided by enabled me to: - Deal better with situations of stress						
QI.24	Plain Language QIAT My service helps me to handle things that make me worry						
QI.35	Proxy QIAT Participation in the activities offered by their service enables the person I represent to: -Deal better with situations of stress						
QI.35	Staff QIAT Participation in the activities offered by my service enables people to: Deal better with situations of stress						

The QIAT 4 Point Scale Versions

		Agree/Yes	Disagree/No	Don't Know	Not Relevant
	Simplified Rating QIAT				
QI.24	My service helps me to handle things that make me worry				
QI.24	Assisted Rating QIAT				
AR24.1	<i>Orientation/Perception of Fact</i>				
	Can you deal with your worries?				
AR24.2	<i>Need to Improve Current Status</i>				
	Do you need to be better at dealing with your worries?				
AR24.3	<i>Extent to which the service helped the person to learn how to do this</i>				
	Does your service help you to deal better with your worries?				

QIAT Standard Examples

- A. The service helps you to sort things out, when they are worrying you
- B. You have someone in the service to talk to, if you are unhappy
- C. The service taught you what to do, if you are not sure about something