



المقاييس السعودية للمهارات
Saudi Skills **Standards**

The Institutional Review Quality Framework for Technical and Vocational Education and Training

January 2016

V3.0



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Foreword

Institutional Review Framework has been updated by SSS with the collaboration of CoE. This has been approved by NCEPA/TVTC, and will effectively replace the Institutional Review Bridge Framework, which has served its purpose up to the end of 2015.

Institutional Review Framework- January 2016

Institutional Review Framework is designed to provide rules for reviewing the quality of training and education related to technical and vocational fields. It also provides the structure of the review process and key aspects that reviewers use to form their judgments.

Principles of Institutional Reviews

The principles of Institutional Review reflect Saudi Skills Standards' values and ensure that we carry out our duties efficiently and effectively. The principles focus on meeting the needs of both students and employers, promoting improvement in the training provision that is reviewed.

Institutional Reviews carried out by Saudi Skills Standards must:

- support and promote improvement
- be proportionate to the size and complexity of the training organization
- focus on the needs and expectations of students
- focus on the needs and expectations of employers
- provide suitable consideration and respect to the training organization being reviewed
- be transparent and consistent
- be accountable

Overall Effectiveness

The judgment on overall effectiveness is based on how well the training provider is meeting the needs of students and helping to prepare them for the workforce. Reviewers will use all available evidence and take into account judgments considering:

- A. Student Outcomes**
- B. Student Support**
- C. Teaching, Learning and Assessment**
- D. Leadership and Management**

Grading scale for the overall effectiveness of training providers

A four-point grading scale will be used in all reviews to provide comprehensive judgment regarding the overall effectiveness of a training provider:

- **Grade 1: Outstanding**
- **Grade 2: Good**
- **Grade 3: Satisfactory**
- **Grade 4: Unsatisfactory**

The IR Quality Framework

A. Student Outcomes

Reviewers will make a judgment on students' outcomes by evaluating the extent to which students:

1. Achieve and progress in English language, IT and vocational qualifications.
2. Progress into employment or further training.
3. Develop students' knowledge, education and vocational skills.
4. Develop students' personal, social and employability skills including a positive work ethic.

A1. Achieve and progress in English language, IT and vocational qualifications

Reviewers will evaluate where appropriate:

- a. The achievement of formal qualifications and/or other learning outcomes by the students.
- b. Students make appropriate progress in-year, collection and analysis of progress data is assessed to measure continuous progress within a planned time-scale.

Sources of evidence may include:

- performance data reports, records of certification held locally or centrally
- on-going progress and assessment records
- awarding organization documentation

A2. Progress into employment or further training

Reviewers should evaluate where appropriate:

- a. The number and proportion of students obtaining sustainable employment after completing their training program.
- b. The number and proportion of students at the point of exit follow a progression pathway to further training and/or employment.
- c. The number and proportion of cooperative work experience and/or on-the-job training undertaken as part of the training program.

Sources of evidence may include:

- records of students progressing to employment and /or higher levels of study.
- records of work experience/co-operative training.
- visits to the workplace.
- discussions with students, employers and staff including those responsible for work experience/co-operative training, employment and progression to further education and training.

A3. Develop students' knowledge, education and vocational skills

Reviewers will evaluate where appropriate:

- a. The promotion and continuous development of English, mathematics and information technology.
- b. The level of knowledge and understanding is appropriate for the attainment of pre-defined criteria in both English language and vocational context.
- c. The practical skills and competence demonstrated by the student meet pre-defined criteria in the vocational context.
- d. The quality of assessed work produced by students.
- e. Students understand and demonstrate a range of skills, which meet qualification requirements and employers' expectations in preparation for employment.

Sources of evidence may include:

- review of the quality of work produced or demonstrated by students.
- observation of training and assessment activity.
- discussions with students, staff and employers.
- review of student progress records.

A4. Develop students' personal, social and employability skills including a positive work ethic

Reviewers will evaluate where appropriate:

- a. Commitment, attendance and punctuality of the students during the training.
- b. Motivation of students to take part in activities related to their training / learning.
- c. Ability of students to display confidence, initiative and take responsibility for their learning and personal development.
- d. Students' knowledge of the progression and employment opportunities available.
- e. The interaction between staff and the students.

Sources of evidence may include:

- punctuality and attendance records.
- students' commitment and performance in observed training and assessment activity.
- interviews with students, staff and employers.
- performance reports of students in the workplace.

B. Student Support

Reviewers will make a judgment on students support by evaluating the effectiveness of:

1. Recruitment, enrolment and admission.
2. Student health, well-being and safety.
3. Information and guidance.
4. Physical resources.
5. Student engagement.
6. Student destination into employment.

B1. Recruitment, enrolment and admission

Reviewers will evaluate where appropriate:

- a. Pre-entry marketing and promotion provides accurate information to support student choice.
- b. Recruitment and admissions processes are consistent with regulatory guidelines.
- c. Pre-enrollment information sets out clear expectations for students and the college.
- d. Comprehensive induction including a student handbook informs students of college policies and procedures.
- e. Initial assessment/placement testing ensures students are admitted and placed according to their starting level.

Sources of evidence may include:

- marketing information.
- recruitment's policies, procedures and records.
- interviews with college staff, students and parents.
- records of the college action plan including the induction and guidelines.

- student handbook.
- students' records of the initial placement test and the action plan regarding the analysis of the placement results.

B2. Student health, well-being and safety

Reviewers will evaluate where appropriate:

- a. Active promotion of student health and wellbeing is evident to develop positive attitudes to life and study.
- b. Student personal safety and security is assured in accordance with stated guidelines.
- c. Student counselling and specialist referral services are provided to individuals as appropriate.
- d. Appropriate resources are provided to support students with disabilities and identified support needs.

Sources of evidence may include:

- records of awareness sessions.
- interviews with students and student affair staff.
- plans for health and safety development.
- records of health and safety activities.

B3. Information and guidance

Reviewers will evaluate where appropriate:

- a. Pre-entry, on-course and pre-exit information and guidance supports student decision-making and progression.
- b. Individual additional needs are clearly identified and appropriate support provided to aid student learning and wider development.
- c. Career guidance is provided to support student choice and potential employment opportunities.

Sources of evidence may include:

- college policies and plans.
- records of guidance support.
- discussions with staff and students.
- records of initial assessment and how this information is used to plan additional support.

B4. Physical resources

Reviewers will evaluate where appropriate:

- a. The suitability of training accommodation and facilities to provide a stimulating and appropriate training environment for students.
- b. Access to adequately resourced study and library facilities.
- c. Appropriate and well maintained IT infrastructure including equipment, software and internet access for students to support and promote independent learning.

Sources of evidence may include:

- observations of training accommodation and facilities
- facility management records
- discussions with staff and students.

B5. Student engagement

Reviewers will evaluate where appropriate:

- a. Effectiveness of internal/external communications.
- b. Student feedback is used to drive improvements.
- c. Social activities are appropriate, enriching and enhance learning.
- d. Student Council is in place to actively promote wider engagement in the work and life of the college.
- e. Student complaints procedure is clear and communicated to students.

Sources of evidence may include:

- interviews with staff and students.
- interviews with employers and other support agencies.
- observations of training sessions, and training in the work place.
- records of case studies and student files.

B6. Student destination into employment

Reviewers will evaluate where appropriate:

- a. The college proactively supports students in finding sustainable employment.
- b. Partnerships and employer engagement activities are developed to support on-the-job training and progression into employment.
- c. Mapping, tracking and effective analysis of student destination data is undertaken.

Sources of evidence may include:

- documentation related to careers and progression opportunities.
- discussions with students, employers and staff including those responsible for work experience/co-operative training, employment and progression.
- records of work experience/co-operative training.
- visits to the workplace.

C. Teaching, Learning and Assessment

Reviewers will make a judgment on the quality of provision by evaluating the effectiveness of:

1. Teaching/Training and Learning
2. Assessment
3. Availability and use of resources to support learning
4. Curriculum and course design meets the needs and interests of students

C1. Teaching/Training and Learning

Reviewers will evaluate where appropriate:

- a. Planning for learning and assessment develops students' skills and knowledge relevant to their individual needs and preferred learning styles.
- b. Innovative teaching and learning methods challenge, inspire and develop student potential.

- c. Attendance and punctuality are positively promoted throughout the learning and training experience.
- d. Students are engaged and at the center of the learning process. Activities are well-structured and the pace and level of learning clearly matches the subject and student level.
- e. Classroom management encourages and promotes effective learning, positive behavior and mutual respect.
- f. Safe working practices are effectively promoted.

Sources of evidence may include:

- documentation to support the planning, consistency, and evaluation of training, including schemes of work and session plans.
- observation of classroom and workshop activities including training and reviews of progress.
- discussions with students, staff, and employers.
- documentation used to record and monitor student progress.
- observation and review of resources and equipment to support learning.
- observation of safe working practices.

C2. Assessment

Reviewers will evaluate where appropriate:

- a. Assessment methods used are valid, rigorous and fair.
- b. Assessment tools and procedures are consistent, clearly defined and communicated to students.
- c. Continuous assessment of learning informs student progress and development.
- d. Written and verbal feedback to students is appropriate and explicitly used to support learning, development and progress.
- e. Individual progress reviews are effectively used to help students improve assessment outcomes.
- f. Assessment records are accurately maintained to monitor achievement and progress.

Sources of evidence may include:

- observation of classroom and lab activities including training and reviews of progress.

- documentation to support the planning, consistency, and evaluation of training, including schemes of work and session plans.
- observation of informal assessment activity and student progress reviews.
- review of student progress records.

C3. Availability and use of resources to support learning

Reviewers will evaluate where appropriate:

- a. A sufficient number of appropriately qualified staff with skills and expertise provides high quality teaching, learning and assessment.
- b. Access to and the use of good quality equipment, technology and other resources to enhance learning and development.

Sources of evidence may include:

- observation of teaching and support staff performance.
- qualifications and staff development records.
- discussions with students, staff, managers, and employers.
- observation and review of resources and equipment to support learning.

C4. Curriculum and course design meets the needs and interests of students

Reviewers will evaluate where appropriate:

- a. An appropriate range of subjects /majors is available for students to study.
- b. Appropriate levels of study and opportunities for progression are available.
- c. The innovative approaches to curriculum design enhance the interest and motivation of students.
- d. Additional activities and learning opportunities undertaken by students.
- e. Links with employers, schools and other partners actively promotes technical and vocational education and training and informs curriculum and course design.
- f. Feedback from employers, schools and other partners is used to influence future curriculum/course design.
- g. The curriculum meets student and employer needs in-line with awarding body qualifications.

Sources of evidence may include:

- records of schemes of work and lesson plans.
- records of communication with employers and other partners.
- observation of students participating in a range of training and personal development activity.

D. Leadership and Management

Reviewers will make a judgment on the leadership and management by evaluating the effectiveness of:

1. Organization mission and vision
2. Human resources
3. Physical resources
4. Health and safety
5. Management information
6. Quality assurance
7. Stakeholder engagement and partnership development

D1. Organization mission and vision

Reviewers will evaluate where appropriate:

- a. The clarity of the organization's mission statement and strategic direction is demonstrated by leaders, managers and staff, and communicated to all stakeholders
- b. How well leaders and managers raise standards through clear and realistic strategies for improving the quality of teaching, learning and training.
- c. Setting and achieving realistic targets throughout the organization.
- d. Organizational leadership provides appropriate investment to realize the mission and vision.
- e. Leaders and managers create and promote a positive learning/training culture throughout the college environment and within the wider community.

Sources of evidence may include:

- review of documents including college aims, and mission statements.
- review strategic plans

- review of performance data and other documentation linked to student and organization performance and improvement including target setting.
- scrutiny of minutes of meetings and other communications between management, staff, and students.

D2. Human resources

Reviewers will evaluate where appropriate:

- a. Appropriate investment, in staff continuous professional development, provides high-quality training for students.
- b. Sufficient numbers of qualified staff with appropriate management, teaching and support expertise.
- c. The frequency, quality and relevance of staff professional development activities.
- d. The effectiveness of leaders and managers in reviewing and improving the performance of staff with appropriate support and training.
- e. Appropriate provision to support staff health and wellbeing.
- f. Appropriate recruitment and retention of staff including Saudization.

Sources of evidence may include:

- review operational plans to include planned investments
- staffing list and their qualifications, experience, subject area deployment
- evidence of CPD
- records of regular staff and department performance evaluations and training.

D3. Physical resources

Reviewers will evaluate where appropriate:

- a. Provision of high-quality learning resources used to support and develop the skills of students throughout their training programs.
- b. Accessibility to information learning technology for staff and students.
- c. Investment in college-wide facilities and premises are conducive to high quality learning.

Sources of evidence may include:

- observations of training accommodation, facilities, and equipment including available information technology.
- discussions with students, staff, and managers.

D4. Health and safety

Reviewers will evaluate where appropriate:

- a. Effective use of college-wide occupational health and safety policies and procedures.
- b. How well environments and activities are risk assessed to prevent injury or damage to health.
- c. Effective provision, promotion and implementation of health, safety and security practices for staff, students and visitors.
- d. Provision of clear emergency evacuation procedures including signage and adequate fire-fighting equipment.
- e. Provision of frontline first aid.
- f. Designated personnel hold appropriate training accreditation to meet the health and safety needs of college-wide provision.
- g. Robust record keeping including maintenance registers are in place.
- h. The environment is conducive to the safety and wellbeing of all people including those with disabilities and additional needs.

Sources of evidence may include:

- occupational health and safety rules and procedures; such as, fire evacuation practices.
- health and safety policies and procedures.
- completed risk assessments.
- training records on health and safety.
- accident records.
- interviews with students, staff, and employers.
- observation of safe working practices.
- property and equipment maintenance records.

D5. Management information

Reviewers will evaluate where appropriate:

- a. Robust MIS is in place to support data management and reporting.
- b. The availability and accuracy of centrally and locally held performance data.
- c. The effectiveness of data analysis to monitor organizational performance and to measure the impact of any improvement initiatives.
- d. The effective setting and monitoring of appropriate organizational, program and student targets.
- e. Documented outcomes of quality monitoring activities are subject to consolidation or further improvement planning.

Sources of evidence may include:

- review of performance data covering recruitment, retention, achievement, and progression.
- review of student progress and monitoring documentation.
- discussions with students, managers, and staff.
- review of improvement action plans.

D6. Quality assurance

Reviewers will evaluate where appropriate:

- a. Quality assurance arrangements are effective in improving the quality of training and students' achievements.
- b. Feedback obtained from students, staff, managers and employers is used to improve the quality of training/learning and the achievements by students.
- c. Internal program review activity improves the quality of the training/ learning and students' achievements.
- d. Organisational self-assessment is thorough and accurately reported.
- e. Continuous self-assessment and action planning is effectively used to consolidate strengths, and address areas requiring improvement.
- f. The Self-assessment process includes students, staff, managers, employers and other partners.

Sources of evidence may include:

- records of internal quality monitoring and improvement activities.
- records of observations of training with development plans for staff.
- records of feedback analysis from students, staff, and employers together with any subsequent improvement activity.
- records of internal program reviews.
- review of performance data covering recruitment, retention, achievement, and progression.
- discussions with students, staff, managers, employers, and other partners.
- observations of training.

D7. Stakeholder engagement and partnership development

Reviewers will evaluate where appropriate:

- a. Appropriate local, national and international engagement supports strategic development.
- b. Technical and vocational training is actively promoted to employers and other partners including schools, families and local community groups.
- c. Employers receive good quality information on students' training, assessment and progress.
- d. Feedback from employers and other stakeholders is collected and effectively used to improve overall performance.
- e. Appropriate Sponsorship opportunities are pursued, developed and implemented.
- f. Vocational provision meets the needs and expectations of employers and wider local/national labour market requirements.

Sources of evidence may include:

- interviews with students, parents, employer.
- records of staff qualifications, experience, and training and development activities.
- records of regular staff and department performance evaluations.
- action plan based from employers feedback and other parents.