



المقاييس السعودية للمهارات
Saudi Skills **Standards**

Institutional Review Guidance for CoE Colleges

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Introduction

Saudi Skills Standards is committed to raising the standards of technical and vocational training across the Kingdom. A key element of this is to establish an effective Institutional Review process to assess the quality of training received by students and trainees. It will also help ensure that colleges and training organizations provide high quality training that results in the successful achievement of qualifications, skills and progression to employment or higher levels of education and training. The Institutional Review Quality Framework will form the basis upon how a college or training organization is reported upon and how judgments are evidenced and formed.

Institutional Reviews will involve a small team of experienced technical and vocational training specialists visiting a college or other training organization to conduct a review of the quality of education and training that the students/trainees receive. This will involve observations of training, assessment of students work, interviews with students, staff, managers and employers, and a review of student, course and management documentation.

At the conclusion of an Institutional Review, the college or training organization will receive one of four judgments namely:

- Grade 1 = Outstanding
- Grade 2 = Good
- Grade 3 = Satisfactory
- Grade 4 = Unsatisfactory

By the end of the review, training organizations being reviewed will receive a brief feedback identifying strengths and areas for further improvement and will not receive a grade under the four-point scale stated above.

A formal report covering the findings of the review team will be sent to the college or training organization within one week, after the approval from TVTC, of the conclusion of the review.

The Institutional Review Quality Framework will form a judgment of the **Overall effectiveness** of a training organization by considering the following aspects:



A - Students Outcomes

This will focus upon how well students:

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

B - Students support

This will focus upon the:

- Recruitment, enrolment, admissions
- Student health, well-being and safety
- Information and guidance
- Physical Resources
- Student Engagement
- Student destination into employment

C - Teaching, Learning and Assessment

This will focus on how:

- Teaching/training and learning
- Assessment
- Availability and use of resources to support learning
- Curriculum and course design meets the needs and interests of students

D. Leadership and Management

This will focus on how:

- Organization mission and vision
- Human resources
- Physical resources
- Health and safety
- Management information
- Quality Assurance
- Stakeholder engagement and partnership development

Notice period

Training organizations need to make preparation arrangements to ensure that their review is well organized and coordinated and allows the review team to be able to access a wide range of evidence to support their judgments. All training organizations will receive a minimum of 20 working days' notice of their forthcoming Institutional Review.

How do training organizations prepare for their review?

- Every college or training organization should nominate a senior member of staff to be the review nominee. This person will work closely with the review team both before and during the review. Further information regarding the nominee role is covered in more detail later in this document.
- Saudi Skills Standards will confirm the range of documents that will be required for the review when a training organization is notified of their forthcoming review.
- Information that should be ready to give to the review team at the start of the review may include:
 - information about the training organization, timetable for foundation year, year 1 and year 2 and work-based activity
 - the number and type(s) of sector subject areas in which they deliver teaching/training.
 - information about current numbers of students for foundation year, year 1 and year 2
 - timetables/schedules of training and assessment sessions
 - details of any changes to normal duties/schedules
 - information about the training organization with staff names, degree level, specialty and responsibilities
 - location and numbers of any subcontractors
 - names, email addresses and telephone numbers of any employers whose premises the review team intends to visit; this should be submitted to the review team on the first review day.

- evidence of internal monitoring and evaluation processes, including for subcontractors where appropriate, and how the findings are used
 - evidence of improvement planning and subsequent progress
 - strategic and operational business plans including mission statement
 - development/quality improvement plans, operating statements, subject area plans, staff development plans and action plans arising from review, program review or self-assessment
 - details of staff qualifications and experience and of staff development activity over the last two years
 - reports from any internal and external quality assurance activity
 - information to show how feedback from students and employers has been used to improve the quality of the training programs
 - records of observations of training, learning, assessment or information and advice sessions
 - complete and up-to-date data on student numbers and students' achievements
 - notes and actions from key management and staff meetings
 - a range of students' work
 - evidence of the effectiveness of student support activities
- All evidence must be prepared in hard and soft copies.
 - The training organization will inform all subcontractors (where applicable), staff, current students, employers and other users about the forthcoming review, emphasizing that reviewers may visit any sessions involving students either on the training organization's premises or at other locations, including students' workplaces.
 - Reviewers or the training organization may have previously identified a number of off-site students and employers to observe and/or interview and the nominee should ensure they are notified of this. Reviewers may also have identified other users and partners of the training organization they wish to meet, who will also need to be notified.



- The training organization should inform reviewers if any student, employer, member of staff or partner has any communication support needs, or of any sensitivities or issues affecting individual students or staff.
- While reviewers will appreciate being provided with small meeting room with light refreshments such as hot and cold drinks and snacks, however, they are unable to accept larger gifts, hospitality or attend social visits arranged by the training organization that may compromise their work. Details of the review and reviewers, including their photographs, should not be shared on social media sites.
- More details are illustrated in the code of conduct.

What is the role of the nominee in the review?

- Review has the strongest impact on improvement when the training organization understands the findings that have led to the judgments. Each training organization is invited to nominate a senior member of staff to act as the training organization's main link with the review team and this person will be referred to as the nominee.

The nominee may attend all meetings of the review team. By taking part in the discussions about evidence collected during the review, a nominee can ensure that all appropriate evidence is taken into account, and report back to the training organization's staff on the progress of the review. The nominee does not contribute to the decisions on the overall effectiveness grade for the training organization at the conclusion of the review.

- **The nominee should:**
 - have a detailed understanding of the training organization's programs and operations including, where appropriate, for subcontractors
 - be sufficiently senior to ensure the cooperation of staff at all levels before, during and after the review
 - have authority to carry out the role with autonomy.

- Training for nominees is offered at specially focused ‘preparation for review events’. These events will be publicized to all training organizations well in advance of their scheduled review.
- The lead reviewer will give the nominee the opportunity to hear the evidence on which the reviewers have based their judgments. The nominee should raise any concerns about the evidence with the lead reviewer as soon as they occur.
- The lead reviewer will keep both the nominee and the dean or chief executive informed of emerging findings as the review proceeds. The nominee should respect the same conventions of confidentiality as all team members.

- **The nominee’s responsibilities include:**
 - providing information to the lead reviewer to enable them to plan the review
 - briefing the training organization’s staff about review arrangements
 - informing all students and employers about the review
 - attending all team meetings, including the final meetings to moderate feedback
 - coordinating feedback arrangements during and after the review
 - liaising with the lead reviewer about the team’s use of the training organization’s facilities, for example, photocopiers and base room
 - ensuring that staff are available for meetings as scheduled and that the necessary documents are available for reviewers.

What contact will Saudi Skills Standards make with the training organization?

- Saudi Skills Standards will normally telephone the training organization to give formal notice of their review at least 20 working days before the start of the review. This call will be followed by a confirmation email.
- Saudi Skills Standards will then contact the training organization around 10 days before the review to confirm that all arrangements for the review are in place and also to allow the training organization to raise any concerns or seek clarification on any issue with

regard to the forthcoming review. By this time, training organizations should have submitted their self-assessment report and quality improvement plan to Saudi Skills Standards.

How do reviewers seek the views of students and employers about the training organization's work during the review?

- Students' views are central to a review. It is important that all students, regardless of their mode or place of attendance, have the opportunity to express their views to reviewers about the training organization. This also applies to employers and any other key users.
- Surveys of students' views carried out by the training organization or other agencies can also provide additional evidence for the review.
- Reviewers will talk with a range of students and employers either as individuals or in groups.
- Reviewers will take account of views expressed to them by students, employers, the nominee and staff. Staff and students must be able to speak with reviewers in private to ensure that their responses are not influenced by the presence of the nominee or senior staff. A number of meetings will be arranged during the review for students to meet reviewers, including meetings with samples of students selected by reviewers and open invitation meetings.
- The training organization should be encouraged to seek the views of any of their significant partners and to reflect these in its self-assessment.
- The lead reviewer will take account of any external views on the performance of the training organization against its targets: for example, in briefings from managing authorities such as Technical and Vocational Training Corporation (TVTC) or College of Excellence (CoE).

During the review

How many days does a review take?

- A full review will normally last for up to five days on site, although the number of reviewers involved in the review will vary according to the size and nature of the training organization.

Who will be on the review team?

- The review team will consist of experienced and trained reviewers who have considerable experience of technical and vocational training. They will focus on the key aspects of the Institutional Review Quality Framework, namely, outcomes for students, training, learning, and support and the effectiveness of leadership and management.

How do reviewers use their time during the review?

- Team reviewers will focus on training, learning, support and the quality of students' work.
- The lead reviewer and team will moderate judgments in the presence of the nominee at a grading meeting.
- Team reviewers will collect evidence on which to base their judgments from a range of sources, including:
 - observations of training, assessment and support for students
 - review of supporting documentation and performance data
 - review of resources to support learning
 - discussion and examination of evidence from students, staff and employers
- The lead reviewer will ensure that the grades and judgments for the review are based on the full range of evidence.
- The time allocated to review will be used mainly for collecting first-hand evidence. The lead reviewer will ensure that:



- sufficient evidence is gathered so that judgments about the training organization are secure and reliable
- all reviewers record evidence on approved evidence and documentation
- the main judgments about the training organization are agreed by the review team members of staff receive well-informed, helpful feedback on any training, assessments and student support activity observed by reviewers
- the nominee, together with other relevant individuals, receives well-informed and helpful feedback about the overall effectiveness of the training organization and the main findings of the review.
- Below are some example outline review schedules for five day reviews. These are only guides as schedules for each review will differ according to circumstances and times of meetings may change.
- Schedules should allow time for a lunch break, comprise reasonable working hours and reflect the training organization's operation.

Sample schedule for a five day review

Day	Activity
Day 1 08.00 08.30 09.30 10.30 16.00	Review team arrives Initial meetings/briefings – reviewers, nominee and dean/chief executive officer (CEO) - agreeing of the day to day review schedule. Meetings with key member of senior management team and relevant curriculum/training manager Review activity commences
Day 2 08.00 09.00 16.00	Meet with the dean/CEO as appropriate; team reviewers meet with curriculum/training managers for interim feedback Review activity continues
Day 3 08.00 09.00 16.00	Meet with the dean/CEO as appropriate; team reviewers meet with curriculum/training managers for interim feedback Review activity continues
Day 4 08.00 09.00 16.00	Meet with the dean/CEO as appropriate; team reviewers meet with curriculum/training managers for interim feedback Review activity continues
Day 5 08.00 09.30 16.00	Final review activity if required Final review team meeting to decide key judgments regarding training organization's strengths, areas for further improvement and recommendations. Grade awarded for overall effectiveness. Formal feedback to the training organization's management and invitees

Collecting and using evidence

- Most of the time on and off site is spent collecting first-hand evidence, through observation of training, assessment and support for students in a variety of ways. Observations will take place, as appropriate, wherever students are receiving training, assessment or support from staff. This may include the workplace.
- Reviewers may monitor case studies of students, including potentially vulnerable students such as those with learning difficulties and those with disabilities.
- Reviewers should ensure that observations include specific attention to the quality of learning for individuals and different groups of students, either in individual or group sessions.
- Other first-hand evidence includes: discussions with students and analysis of their work; analysis of training organization records, documents, and student and employer questionnaires; and meetings with students, employers, staff, and the training organization's partners where appropriate.
- Where meetings take place, the key focus will be the impact on the student learning experience including reference to outcomes.
- The training organization must make any information they hold freely available for reviewers, and cooperate in the task of collecting evidence.
- All evidence must be provided in hard and soft copies.

Review of the quality of training, learning and support

- Review of the quality of training, learning and student support, and the impact it has on the quality of learning, provides direct evidence. Reviewers will capture evidence from a variety of learning activities, such as through: direct observation; evaluation of learning materials and their use by students; the use of technology to deliver and assess learning; and examining what students can understand, do and make as a result of their learning.

Reviewers may accompany a member of staff to a number of employers to observe students' skills development on-the-job. They may assess how the student is progressing compared with their starting point.
- Reviewers will also conduct formal observations of training, learning and student support activities. These should be of sufficient length to ensure the reviewer has enough evidence to form clear judgments. The reviewer will usually provide feedback to the person observed. This will normally include a short summary of the strengths and areas for development within the training or support activity. Other forms of learning activity that are not training or assessment sessions may also be observed, for example progress reviews or tutorials.
- Reviewers may conduct short, focused observations of activities. These will usually last approximately 15 minutes and have a specific focus, for example student support, the use of information and learning technology, attendance, or personalized learning. Reviewers will not normally give feedback to the person observed following these sessions.
- The lead reviewer may, in discussion with the training organization, select one or more learning sessions or assessments for a joint observation. A joint observation comprises a reviewer and a member of the training organization's own observation or management team. The reviewer will observe the learning session jointly with the training organization's observer.

At the end of the joint observation, the reviewer will record the details of their observation but will not share this with the observer or teacher/trainer/assessor. It is the responsibility of the training organization's observer to provide feedback to the person observed. After leaving the training/training session, the reviewer will listen to the observer's recorded observations and then feedback to the observer.

The use of data during reviews

- Reviewers will use a range of available data about the training organization's performance. Reviewers will also use the latest data held by the training organization. The source and type of data used will vary with different types of training organization, but will usually cover the number of students registering at the start of the training, retention of students to stay for the duration and statistics with regard to the achievement of qualification and progression into employment. Any supplementary data with regard to measuring the progress of students from their starting point would also be particularly useful.
- Reviewers evaluate a student's progress: the rate of learning and acquisition of knowledge and skills leading to the achievement of challenging targets. This may, for example, be how quickly they achieve their learning goals and/or the amount of learning that is successfully completed in a set time.
- Reviewers will analyze the performance of the training organization using the most recent appropriate validated data before and during the review. Analysis may be at overall training organization level and/or for individual subjects or types of training provision.
- While data alone will not lead directly to judgments, this is the most important measure of success for each type of training organization and will provide key evidence for the judgment on outcomes for students.

How is the self-assessment report used during review?

- A training organization's self-assessment report will provide reviewers with crucial evidence to support judgments about the Institutional Review Quality Framework's main aspects both before and during the review. A training organization should share their latest self-assessment report with Saudi Skills Standards when they have been notified of their review.
- During the review, findings will be compared with those in the training organization's self-assessment report.
- Saudi Skills Standards request that training organizations produce a self-assessment using the supplied template and guidance notes. Thorough self-assessment and effective action planning is essential to tackle identified areas for improvement and should be an integral part of an organization's quality improvement arrangements.

How is evidence recorded?

- During review, reviewers will collect, analyze and record evidence and their judgments on approved evidence forms, (EF) evidence form.
- The lead reviewer is responsible for compiling and assuring the quality of the evidence.
- All EF will be used to fill a summarized evidence form (SEF) to facilitated recording the evidences and final report.

How are judgments agreed?

- The lead reviewer will ensure the review team agrees the judgments about the training organization for each criteria of the framework.
- The evidence must support the judgments convincingly and identify the key findings and what the training organization should do to improve. Reviewers will discuss emerging findings with the nominee and, where appropriate, senior staff at regular intervals. If the

training organization wishes, the nominee will have the opportunity to provide further evidence during the evidence-collecting stages of the review.

- The overall judgments will reflect all the evidence considered by the review team.

What meetings are held during the review?

- To secure the judgments, the review team holds a number of team meetings. The nominee is a full participant at all of these meetings, although they may not contribute to the discussion about the training organization's overall effectiveness.

The meetings may include:

- where appropriate, an initial team meeting to brief the review team on the shape of the review, clarify any issues relating to their roles and receive a brief update from the training organization
- if appropriate, an initial briefing from the training organization's managers with responsibility for key aspects of the review
- daily meetings for the nominee to hear the emerging judgments and identify any additional evidence opportunities
- time to agree the key findings for outcomes for students, training, learning, and student support and the effectiveness of leadership and management
- a final grading meeting on the last day of review to arrive at accurate and secure judgments about the training organization. The main purpose of the final meeting is to:
 - agree and state the key judgments for outcomes for students, quality of training, learning and student support, and effectiveness of leadership and management
 - grade the overall effectiveness of the training organization
 - agree and state the main recommendations to further improve the training organization
- a final feedback meeting at the conclusion of the review to the training organization and invitees to hear the key messages from the review.

How do Saudi Skills Standards assure the quality of a review?

- All reviewers are responsible for the quality of their work. The lead reviewer must ensure that reviews are carried out in accordance with the principles of review and the code of conduct.
- Saudi Skills Standards also monitors the quality of reviews through a range of formal processes. Some training organization reviews are visited by a Saudi Skills Standards Institutional Review manager, who assures the quality of the review, and in other cases will evaluate the evidence to ensure that judgments are supported by a secure evidence base.
- Saudi Skills Standards monitor the work of the reviewers they employ as part of their quality assurance procedures. Assessments are confidential to the reviewers and Saudi Skills Standards.
- All training organizations are invited to take part in a post-review evaluation so that their views about the review can contribute to review development.

After the review

What feedback is provided to the training organization?

- Before leaving the training organization, the lead reviewer should ensure that the training organization is clear:
 - that judgments are made as required by the Institutional Review Quality Framework
 - that the main points provided in the feedback will be referred to in the text of the report
 - about the key findings, improvements needed and recommendations for improvement
 - about the procedures leading to the publication of the report
 - About the complaints procedure.
- Following the review, the lead reviewer will write a report summarizing the findings of the review and ensure that there is reference to all aspects of the Institutional Review Quality Framework.

When is the report issued?

- The finalized report will be sent to TVTC for their approval and after the approval it will electronically be sent to the training organization within one week, after the approval from TVTC, of the completion of the review. A copy will also be sent to the managing authority for the training organization. It is hoped that the training organization will share the findings of the review with their students, staff, employers and other partner organizations.

How do training organizations complain about their review?

- Any concerns the training organization has about the review should be raised with the lead reviewer during the review and resolved where possible. Concerns may also be raised with a Saudi Skills Standards representative, should one be present at the review.



- If it has not been possible to resolve concerns in the manner described, then individuals or training organizations may decide to lodge a formal complaint. The complaints procedure will be sent to the college before the review take place.
- Saudi Skills Standards will investigate and send the complainant an informative response that aims to answer all of the points of concern within one week after the approval from TVTC.