



المقاييس السعودية للمهارات
Saudi Skills **Standards**

Reviewers' Roles and Responsibilities

2016



Contents

Reviewers' Roles and Responsibilities	1
Introduction.....	3
Section A.....	4
Qualifications and experience of reviewers	4
Section B.....	5
Essential competencies of all reviewers	5
Gather, analyze and interpret relevant evidence	5
Make judgments that are objective, fair and based securely on evidence	5
Communicate clearly, convincingly and succinctly, both orally and in writing.....	5
Display high levels of professional conduct.....	6
When leading others and managing work effectively to achieve high quality outcomes	6
Section C	7
Role and expectations of team reviewers	7
Preparing to review	7
During the review	7
Post-review	8
Section D	9
Role and expectations of lead reviewers	9
Pre-review	9
During the review	10
Post-review	11
Section E.....	12
Definition of a Conflict of Interest	12

Introduction

Reviewers who undertake reviews for Saudi Skills Standards should be highly competent and properly trained to use the Institutional Review Framework effectively, fairly and scrupulously. This will require them to possess a range of essential competencies before being trained in the use of institutional review framework in order that they can benefit fully from the training provided. Having undergone the necessary training, they will then need to demonstrate in their work that they are effective in applying their competencies to the roles they may undertake.

Reviewers may lead reviews or be team members. Reviewers will need to demonstrate specific competencies in both of these roles. This paper:

- defines in section A the qualifications and experience that reviewers should possess in order to be considered suitably qualified to undertake reviews for Saudi Skills Standards
- defines in section B the essential competencies that reviewers should possess before being accepted for training in the institutional review framework
- defines in section B the essential competencies needed to lead a review
- specifies in section C the role and expectations of a team reviewer after being trained in the institutional review framework
- specifies in section D the role and expectations of a lead reviewer after being trained in the Institutional Review Framework
- explains in section E the Definition of Conflict of Interest



Section A

Qualifications and experience of reviewers

In order to be considered suitable to undertake reviews for Saudi Skills Standards, reviewers must be competent and effective.

A reviewer will always have:

- a relevant degree and/or teaching qualification
- a minimum of five years' successful teaching experience
- credibility and up-to-date professional knowledge, for example of the remit, curriculum, recent developments in the sector, and statutory requirements (where appropriate) within the relevant area
- an acceptable level of competency in written and spoken English
- competence in the use of IT

A reviewer will normally have:

- a relevant degree and/or equivalent professional qualification, for example a teaching qualification, a degree, a relevant vocational and/or teaching qualification in post-school education or adult skills, and/or a leadership and management qualification
- appropriate occupational/industrial experience for reviewers of vocational colleges, work-based learning and adult skills
- a minimum of five years successful experience within the relevant setting, for example teaching, training, supervision, or advising
- a minimum of two years successful and substantial management experience in the relevant area
- a wide range of experience within the relevant area, for example in more than one institution



Section B

Essential competencies of all reviewers

In order to be deemed ready for training in the framework, all reviewers should already possess the basic knowledge, skills and abilities necessary to review effectively. They should be competent in their ability to:

- gather, analyze and interpret relevant evidence
- make judgments that are objective, fair and based securely on evidence
- communicate clearly, convincingly and succinctly, both orally and in writing
- display high levels of professional conduct
- lead others and manage their work effectively to achieve high quality outcomes

Gather, analyze and interpret relevant evidence

A reviewer must:

- gather sufficient and appropriate evidence efficiently
- analyze information, including performance data, accurately
- interpret information to formulate sound hypotheses
- identify and pursue further sources of relevant evidence and test out assertions
- select evidence relevant to the criteria on which judgments are to be based
- Keep accurate and evaluative records of evidence that can withstand scrutiny and challenge, and which substantiates judgments.

Make judgments that are objective, fair and based securely on evidence

A reviewer must:

- make perceptive diagnoses of what has most impact on students
- understand and use evaluation criteria reliably to make judgments
- reach unequivocal and coherent judgments that are fully consistent with the evidence
- moderate/modify individual judgments, where necessary
- Consider conflicting evidence and reach balanced and objective judgments.

Communicate clearly, convincingly and succinctly, both orally and in writing

A reviewer must:

- be competent in the use of IT
- respond professionally and calmly to challenge
- explain and illustrate judgments convincingly

- formulate and communicate critical judgments sensitively
- adapt their oral and written communication styles to the audience
- Produce written records that are fit for purpose within the required timescale.

Display high levels of professional conduct

A reviewer must:

- be professionally knowledgeable in relation to the work that they undertake, including having a good working knowledge of the institutional review framework for review
- update their professional knowledge continuously and as necessary
- prepare carefully for review activities in accordance with the demands of the institutional review framework
- be active and reliable team members contributing fully to corporate judgments
- behave professionally, adapting flexibly to the role assigned
- establish open and professional relationships
- reflect Saudi Skills Standards' values and Code of Conduct

When leading others and managing work effectively to achieve high quality outcomes

A reviewer must:

- have a clear understanding of the goals to be achieved
- carry out a clear analysis of main risks and issues to be addressed by the review team
- conduct effective pre-review planning where appropriate
- build and support a team that achieves its goals consistently and to a good standard
- establish a positive, professional and productive climate in which team members are able to operate collaboratively and openly
- establish and communicate clear expectations
- plan and organize the work of others efficiently, making best use of time
- recognize and build on the strengths and expertise of team members, giving regular feedback and recognition
- coach and contribute to the development of others' competencies including trainee reviewers
- identify weaknesses and challenge practice within the team, taking appropriate action to bring about improvement
- assure the quality of the team's work and the timeliness of delivery
- edit the work of others incisively and to Saudi Skills Standards' criteria
- take responsibility for the quality of their own work and for that of the team



Section C

Role and expectations of team reviewers

As members of review teams, reviewers will be required to apply the essential competencies, their professional knowledge and what they have learned in their training to the tasks that are central to their role.

Preparing to review

A team reviewer must:

- read and assimilate pre-review documentation and briefings effectively
- use pre-review evidence and training organization self-assessment documentation to identify accurately the further sources of information required
- formulate key areas for consideration for their allocated aspect(s) of the review
- plan the review activity efficiently for their allocated aspect(s) of the review
- establish productive and constructive working relationships with key staff and other members of the team
- apply their professional knowledge effectively to the requirements of the assigned role

During the review

A team reviewer must:

- gather and record evidence systematically on Evidence Forms and the Summary Evidence Form, in accordance with the requirements of the review, the pre-review briefing and the agenda for the review
- identify accurately when sufficient evidence has been gathered and where further evidence is required
- conduct interviews and manage discussions in an appropriate and professional manner
- establish open and professional relationships with key staff and, as appropriate, with employers and other training organization partners
- analyze and interpret data and other evidence astutely to inform judgments
- write clear, evaluative and comprehensive records of evidence that underpin and support the judgments
- make sound judgments, securely based on a wide range of evidence, for example discussions with students and scrutiny of their work, documentation and performance data, observations of teaching and learning, and evidence supplied by other team members
- identify strengths, areas for improvement and recommended actions
- use the relevant Institutional Review Framework criteria and apply the scale of grading where appropriate

- share evidence effectively with the other team members and with staff from the training organization being reviewed
- present and substantiate judgments clearly in team meetings
- contribute constructively to team meetings and help the team to reach robust corporate judgments
- challenge judgments constructively and respond positively to the challenges of others
- provide unambiguous and constructive feedback, firmly based on evidence
- write clear, concise and authoritative contributions to the review report
- Work effectively to meet all deadlines.

Post-review

Team reviewers must undertake willingly any additional tasks required by the review contractor/s and Saudi Skills Standards.

Section D

Role and expectations of lead reviewers

Lead reviewers must ensure the integrity and probity of a review so that the judgments are secure and that it is conducted to the highest professional standard. To carry out their role effectively, they must have all the skills and competences identified as a team reviewer and in addition to:

- have demonstrated high levels of competence as a team reviewer
- be fully conversant with the institutional review framework and review methodology for the type of review being carried out
- have the IT skills necessary to enable them to collate and edit the final report and to use the electronic review process effectively
- set high expectations about the organization of the review and the quality of work expected within given timescales
- ensure that good working relationships are established with those being reviewed
- Ensure that Saudi Skills Standards' Code of Conduct is adhered to fully.

Pre-review

The lead reviewer must:

- liaise with Saudi Skills Standards' Institutional Review managers or staff to ensure effective and full communication with the training organization
- collate and analyze pre-review information (such as provider self-assessment documentation, performance data and previous reports) to produce clear hypotheses to focus the review
- communicate with the training organization's nominee to plan the review
- deploy team reviewers effectively and efficiently, bearing in mind the need to follow through the review hypotheses
- prepare clear and unambiguous briefings for team reviewers
- ensure that the goals of the review are clear to all team reviewers and that all team members understand their roles within the review
- carry out a clear analysis of main risks to the review
- establish an open and professional relationship with the training organization that enables effective communications throughout the review



During the review

The lead reviewer must:

- ensure, through their professional conduct, that the review is valued by the provider
- provide clear leadership to the review team and build the review team to ensure that all members give their best
- ensure that the emerging evidence is used effectively to shape and steer the focus of the review
- lead review team meetings constructively to enable the team to reach accurate and robust corporate judgments
- ensure that there is sufficient evidence to substantiate judgment and an accurate record of the evidence is maintained throughout the review
- moderate the judgments of team members and challenge them as necessary
- ensure that the dean/chief executive and senior managers are informed of emerging findings
- deal calmly, assertively and appropriately with challenges
- monitor the work of the team, including trainee reviewers, throughout the review and provide appropriate feedback, support, guidance and coaching to team members, taking action to bring about improvement if weaknesses arise
- ensure that the review is conducted in a way that minimises the risk of complaints, but respond to and resolve effectively any complaints or concerns from the training provider if they arise
- act decisively, informing Saudi Skills Standards and acting as advised, where the training organization is placed in a category of concern



Post-review

The lead reviewer must:

- provide clear, unambiguous and constructive feedback to the dean/chief executive and senior managers, which is firmly based on evidence and in which judgments are convincingly explained
- convey critical judgments sensitively and without ambiguity
- ensure that the record of evidence is fully completed and provides a secure basis for the review judgments
- collate the final report, drawing on team reviewers' contributions, and edit it to ensure that it matches the requirements of the Institutional Review Framework
- ensure that the written report is a fair and accurate reflection of the training organization, is written in straightforward language and is of a quality that requires little or no further editing
- provide fair and constructive feedback on individual reviewers' performance to contribute to their performance management
- ensure that the report is produced to time
- respond to, and resolve, any complaints made after the review



Section E

Definition of a Conflict of Interest

Saudi Skills Standards is responsible for delivering review services without conflict of interest.

A conflict is deemed to exist where someone working on behalf of Saudi Skills Standards is a relation of an employee of the training organization or they themselves may have worked for the training organization within the last five years.