



## **QAA STUDENT REVIEWER ROLE PROFILE**

This document outlines the standard role profile for individuals that are recruited to perform a student reviewer role on QAA reviews, assessments and services.

The role profile summarises the main duties and responsibilities. The 'Role Specification' section outlines the attributes required including the experience; qualifications; knowledge, skills and abilities; behaviours and information on location.

### **ORGANISATIONAL CONTEXT**

The Quality Assurance Agency (QAA) is an independent charity working to benefit students and both further and higher education, as one of the world's experts in quality assurance. We are trusted by further and higher education providers and funder/regulators to maintain and enhance quality and standards. We ensure that students are involved in all aspects of our work. Our review teams consist of professionals from colleges and universities with significant experience of managing and delivering further and/or higher education provision and student reviewers who provide valuable insight into our review activity from the perspective of students. QAA conducts reviews in relation to legislative and regulatory frameworks, and for the purpose of providing services to providers.

### **ROLE SUMMARY**

The purpose of the position is to undertake reviews of education providers as part of a review team and to reach findings on the academic standards and quality of provision.

Reviewers enable the effective conduct of reviews by applying a principles-based approach; gathering, critically reading and evaluating evidence from a provider; pursuing lines of enquiry; engaging with the provider; and making clear, evidence-based conclusions. Reviewers are essential to enable QAA to carry out peer-review led external quality assurance.

Reviewers can be deployed on any of the review methods or services operated by the QAA providing they have experience appropriate for the method. Training and support are provided for reviewers prior to deployment on a method.

### **MAIN DUTIES AND RESPONSIBILITIES**

- Undertaking independent reviews of the academic quality and standards tertiary education providers in line with the specified methodology;
- Identifying and assessing risks to academic standards and the quality of student experience;
- Applying expert (and where appropriate, subject-specific) knowledge;
- Assimilating, analysing and evaluating a wide range of evidence, including quantitative and qualitative data;
- Providing input to reviewer meetings, considering evidence and agreeing outcomes and recommendations on whether a provider meets the relevant assessment criteria in line with the specified methodology;
- Working closely with QAA Officers to draft review reports;
- Adhering to a set of agreed procedures to ensure consistency of the delivery of review,

- to specific timescales and deadlines.
- If appointed to an appeal, adhering to the agreed procedures for the appeal, to specific timescales and deadlines.

## ROLE SPECIFICATION

### Experience and qualifications: STUDENT REVIEWER

Attributes	Criteria
<b>Experience</b>	<p><b>Essential</b></p> <p>Current or recent experience (i.e. within three years)<sup>1</sup></p> <ul style="list-style-type: none"> <li>• as a student, or as a Sabbatical Officer, at a tertiary education provider, equivalent to a minimum of one year's full-time education.</li> <li>• of representing the interests of students in the management of academic standards and/or quality (for example, as a student representative).</li> </ul> <p><b>Desirable</b></p> <p>Experience of one or more of the following:</p> <ul style="list-style-type: none"> <li>• conducting audits, reviews, assessments, accreditations, investigations or similar activities within a tertiary education institution and/or with other quality assurance agencies/inspection/auditing bodies in the UK or internationally.</li> <li>• engagement with sector bodies (for example, advisory bodies, learned societies, fellowships, national committee/panel memberships, accrediting bodies), preferably with regard to student engagement activities.</li> <li>• of working in a tertiary education institution or student representative organisation, preferably in a student engagement role.</li> <li>• engagement in initiatives and/or projects related to student engagement.</li> <li>• chairing committees or other formal meetings.</li> <li>• participating in quality assurance at institutional level.</li> <li>• participating in tertiary education outside the UK or knowledge of international education systems, including transnational education.</li> </ul>
<b>Qualifications and training</b>	Holder of, or working towards, a higher education, further education or tertiary education qualification.

### Other attributes: All reviewers

<b>Knowledge, skills and abilities</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• awareness of the diversity of the tertiary education sector and of the arrangements for quality assurance and enhancement.</li> <li>• demonstrable interest in ensuring the student interest is protected.</li> <li>• strong analytical skills with the ability to assimilate, critically analyse, synthesise and evaluate large quantities of quantitative and qualitative data in a context-sensitive manner.</li> <li>• technical ability to work effectively with electronic and/or web-based communication systems.</li> </ul>
--	--

<sup>1</sup> For the GQRW method, this experience must be within two years rather than three

	<ul style="list-style-type: none"> <li>• ability to work effectively as part of a small team in person and where work may be conducted remotely from other team members.</li> <li>• excellent listening and verbal communication skills in conducting and participating in meetings.</li> <li>• ability to plan work and adhere to agreed protocols, procedures and deadlines.</li> <li>• ability to write in clear, concise and accurate text to a required style.</li> <li>• ability to recognise personal values and presumptions and have insight into the ways these may affect thinking and judgements.</li> <li>• ability to lead discussions about strategic and operational approaches to the management of quality and academic standards.</li> <li>• cultural awareness and the ability to understand a range of perspectives, recognise personal values and biases and have insights into how these affect thinking and judgements.</li> <li>• personal and professional credibility with staff, including senior managers, heads of institutions, and staff currently engaged in learning and teaching.</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>• knowledge and understanding of key international/national standards and quality frameworks relevant to the method (e.g., the UK Quality Code for Higher Education, European Standards and Guidance (ESG), Scottish Credit and Qualifications Framework)</li> <li>• knowledge and understanding of the policy context for further and higher education.</li> <li>• ability to read, and speak in, Welsh (for reviews conducted in Wales).</li> </ul>
<b>Behaviours</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• demonstrate the highest standards of personal conduct, honesty and integrity that inspires trust and confidence.</li> <li>• ensure QAA is presented in a positive, helpful and professional manner.</li> <li>• maintain confidentiality, including with sensitive matters.</li> <li>• a willingness to work, with a flexible “can-do approach”.</li> <li>• commitment to critical reflection and continuous improvement.</li> <li>• highly motivated and able to work under pressure.</li> </ul>
<b>Location</b>	Flexible with national and/or international travel.