



QAA REVIEWER ROLE PROFILE

This document outlines the standard role profile for individuals that are recruited to perform a reviewer role on QAA reviews, assessments and services. It covers the following variations of the role:

- Reviewer
- Student Reviewer
- International Reviewer

The role profile is common to all types of reviewers and summarises the main duties and responsibilities. The 'Role Specification' section outlines the attributes required for each category of reviewer including the experience; qualifications; knowledge, skills and abilities; behaviours and information on location. While the requirements for experience and qualifications differ between categories, the knowledge, skills and abilities and behaviours are common to all reviewers.

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: REVIEWER

Attributes	Criteria
Experience	<p>Essential Current or recent experience (i.e., within three years)</p> <ul style="list-style-type: none"> • overseeing, managing and/or assuring academic standards and quality in a senior academic and/or professional support capacity¹ • assessing and/or overseeing the achievements of students on tertiary education programmes internally and/or at other providers • conducting audits, reviews, assessments, accreditations, investigations or similar activities within a tertiary education institution and/or with other quality assurance agencies/ inspectorates/ auditing bodies in the UK or internationally <p>Desirable Experience of at least one of:</p> <ul style="list-style-type: none"> • engagement with sector bodies (for example, HEA Fellowship, advisory bodies, learned societies, fellowships, national committee/panel memberships, accreditation and awarding bodies) • supporting the interests of students (for example, active engagement with students in quality assurance; managing/overseeing student support services; chairing student experience committee or similar). • working in, or with different types of tertiary education providers, such as universities, further education colleges, private providers and/or specialist tertiary education institutions. • as a course/programme leader with ultimate responsibility for academic leadership, management and assessment of the course/programme.

¹ For QER, this experience must be at institutional level and where this experience is gained in a professional support capacity, this must be at least five years of working in a senior capacity

	<ul style="list-style-type: none"> • participating as a chair, panel member, assessor or equivalent in the monitoring and periodic review process of their own and/or other providers. • working at, or with, a provider that is a recent entrant to the tertiary education sector. • investigating and/or managing complaints and appeals. • academic governance, tertiary education partnerships, awarding body responsibilities and accrediting body responsibilities. • transnational education and/or overseas operating environments.
Qualifications	Holder of a higher education, further education or tertiary education qualification.

Experience and qualifications: INTERNATIONAL REVIEWER

In addition to the above, International Reviewers must meet the following criteria:

Attributes	Criteria
Experience	<p>Essential</p> <ul style="list-style-type: none"> • current or recent (within three years) wide experience of academic management at the institutional level outside the UK, preferably relating to quality assurance and enhancement of the student learning experience. • current or recent (within three years) experience of external review of tertiary education institutions outside the UK, either as a panel member or through senior involvement with a quality assurance or enhancement organisation. • Must be based outside the UK.

Experience and qualifications: STUDENT REVIEWER

Attributes	Criteria
Experience	<p>Essential</p> <p>Current or recent experience (i.e. within three years)²</p> <ul style="list-style-type: none"> • as a student, or as a Sabbatical Officer, at a tertiary education provider, equivalent to a minimum of one year's full-time education. • of representing the interests of students in the management of academic standards and/or quality (for example, as a student representative). <p>Desirable</p> <p>Experience of one or more of the following:</p> <ul style="list-style-type: none"> • 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. • engagement with sector bodies (for example, advisory bodies, learned societies, fellowships, national committee/panel memberships, accrediting bodies), preferably with regard to student engagement activities. • of working in a tertiary education institution or student representative organisation, preferably in a student engagement role. • engagement in initiatives and/or projects related to student engagement.

	<ul style="list-style-type: none"> • chairing committees or other formal meetings. • participating in quality assurance at institutional level. • participating in tertiary education outside the UK or knowledge of international education systems, including transnational education.
Qualifications and training	Holder of, or working towards, a higher education, further education or tertiary education qualification.

Other attributes: All reviewers

Knowledge, skills and abilities	<p>Essential</p> <ul style="list-style-type: none"> • awareness of the diversity of the tertiary education sector and of the arrangements for quality assurance and enhancement. • demonstrable interest in ensuring the student interest is protected. • 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. • technical ability to work effectively with electronic and/or web-based communication systems.
	<ul style="list-style-type: none"> • ability to work effectively as part of a small team in person and where work may be conducted remotely from other team members. • excellent listening and verbal communication skills in conducting and participating in meetings. • ability to plan work and adhere to agreed protocols, procedures and deadlines. • ability to write in clear, concise and accurate text to a required style. • ability to recognise personal values and presumptions and have insight into the ways these may affect thinking and judgements. • ability to lead discussions about strategic and operational approaches to the management of quality and academic standards. • 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. • personal and professional credibility with staff, including senior managers, heads of institutions, and staff currently engaged in learning and teaching. <p>Desirable</p> <ul style="list-style-type: none"> • 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) • knowledge and understanding of the policy context for further and higher education. • ability to read, and speak in, Welsh (for reviews conducted in Wales).

Behaviours	Essential <ul style="list-style-type: none"> • demonstrate the highest standards of personal conduct, honesty and integrity that inspires trust and confidence. • ensure QAA is presented in a positive, helpful and professional manner. • maintain confidentiality, including with sensitive matters. • a willingness to work, with a flexible “can-do approach”. • commitment to critical reflection and continuous improvement. • highly motivated and able to work under pressure.
Location	Flexible with national and/or international travel.

² For the GQRW method, this experience must be within two years rather than three