

Roles & Responsibilities for Review Team Member role

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PEER REVIEW AND DEVELOPMENT

Roles and Responsibilities for PRD

Review Team Member

Review team members (reviewers) are likely to work under the direction of a Review Team Leader to undertake the review as agreed with the host organisation. Reviewers may be drawn from a single organisation or from across the PRD group (including the host organisation) and will need to quickly develop a team identity and coherence in order to work effectively. Reviewers will need to demonstrate a high degree of analytical, observation and reporting skills as well as the ability to work sensitively, empathically and constructively with members of the host organisation. Review team members will be prepared to undertake training and development and attend briefing sessions as appropriate.

Review Team Member Role

- 1 Work collaboratively with other team members to undertake the review:
 - a) Work effectively within the protocols agreed, observing necessary legislative and policy requirements at all times (e.g. health and safety, equality and diversity, children and vulnerable adults, data protection).
 - b) Establish positive, trusting and productive relationships with the reviewees in the host organisation to maximise their confidence in and benefit from the review.
 - c) Read and analyse documentary evidence presented, searching for patterns, trends and consistency to confirm or disconfirm assertions made and reach conclusions about its validity and reliability.
 - d) Identify appropriate questions to clarify particular points, challenge inconsistencies or request supplementary information if necessary.
 - e) Remain focused and on track.
 - f) Challenge own and others' assumptions to ensure that information is valid and reliable.
 - g) Collate and report findings following the protocols agreed.
- 2 Use appropriate techniques (e.g. observation or discussion) to review practice and give constructive feedback:
 - a) Use discretion and empathy in undertaking observations or leading discussions to review practice.

- b) Make notes during observations or interviews to record significant actions, comments, concerns and examples without forming immediate judgements.
 - c) Involve practitioners in the analysis and interpretation of the notes made, using open and probing questions and drawing on examples to:
 - Explore issues and concerns.
 - Clarify meanings and understandings.
 - Check out assumptions and judgements.
 - Identify and agree strengths and areas for development, using appropriate and transparent criteria to benchmark practice and make judgements as required.
 - d) Identify and report any practice that would constitute a breach of legislation.
 - e) Identify any areas of good practice which should be highlighted for sharing across the host and other organisations within the peer group.
- c) Prepare for and develop in the role of reviewer:
- a) Undertake appropriate briefing and development opportunities to prepare for the role of reviewer.
 - b) Seek and use feedback from others (including appropriate review and host team members) to evaluate own contribution to the process and outcomes of the review.
 - c) Undertake further development as necessary.

Skills and attributes needed for this role

Members of the review team will need the ability to:

- a) Establish and maintain open, trusting, productive and collaborative relationships.
- b) Establish and maintain a critical ethos which is non-judgemental and supportive of development.
- c) Analyse quantitative and qualitative information to identify patterns, trends, confirming and disconfirming evidence.
- d) Challenge inconsistencies or incongruence in evidence.
- e) Summarise and present information verbally and in written formats.

- f) Formulate appropriate questions to:
 - Support the analysis and clarify conclusions.
 - Probe/interrogate information.
 - Check out meanings and understandings.
 - Elicit further information.
- g) Use observations and interviews to review practice.
- h) Give constructive feedback to establish effective practice and areas for improvement:
 - Engaging others in identifying their own strengths and development needs.
 - Supporting assertions made with appropriate examples.
 - Prioritising key points to be made, referring only to aspects that can be changed.
 - Responding to questions and clarifying as necessary.
 - Offering constructive feedback without judgement.
 - Owning subjective points of view.
 - Ensuring the receiver is left with choices.
 - Reflecting on what is happening during the feedback and its impact on the receiver.
- i) Receive feedback positively and constructively to establish effective practice and areas for improvement:
 - Actively identifying both strengths and development needs.
 - Responding to and asking questions as necessary to check understandings and clarify meanings.
 - Accepting constructive feedback without defensiveness.
 - Owning subjective points of view.
 - Reflecting on what is happening during the feedback and its potential impact on others in the organisation.