

Enhancement-led institutional review**Personal details form
ELIR co-ordinating reviewer****Application Number**

Surname _____ Title _____

Forename(s) _____

Preferred forename _____

Date of birth _____

Current employer _____

Job _____

Work address _____

Postcode _____ Work telephone _____

Work Email _____ Fax number _____

Home address _____

Postcode _____ Home telephone _____

Private Email _____ Home fax _____

Which address should be used for written correspondence/parcels?

 Work Home

In addition to participating in reviews, ELIR co-ordinating reviewers will be expected to attend a two-day residential training course, and up to two ELIR events per annum. Please confirm that you would be willing to make yourself available for this amount of time.

 Yes No

Please complete each section of this form. Initial screening of applications is based on the completed form only, and it is therefore essential that you answer each section fully. The information supplied on the application form will be retained on a database and may be used to brief review teams, QAA officers, and to provide information to institutions and student bodies.

The completed application should be forwarded to:

Laura White
Administrator
QAA Scotland
183 St Vincent Street
Glasgow
G2 5QD
l.white@qaa.ac.uk

with the following documents:

- A letter of recommendation from your Head of Institution.
- A current CV.

Signature _____ Date _____

Application number

Current job title _____

Current post
(please provide details)

To assist us in our considerations, we ask nominees to write a short piece (500 words maximum) giving an indication of the reasons why they would wish to undertake activities as an ELIR co-ordinating reviewer; what contributions they could bring to the role, and the ELIR process; and what they would hope to gain from it.

Use a separate sheet if required.

Have you any experience of quality assurance and enhancement in an international setting?

Yes No

If yes, please outline

Have you had any experience of institutional mechanisms to manage employer and industrial links?

Yes No

If yes, please outline

Do you have regular and reliable access to the internet and email? Yes No

Do you have access to the Microsoft Word software package? Yes No

For completion by nominee's Head of Institution or Department/Division

I understand that, if selected, the nominee will attend a two-day residential training course, and up to two ELIR events per annum, in addition to participating in reviews.

I confirm that this time will be made available to QAA Scotland

Signed _____

Name _____

Position _____

Institution _____

Confidential

Equal opportunities monitoring form: Please help us to ensure the effectiveness of our Equal Opportunities policy by completing this form.

Policy

QAA is committed to the principle of equal opportunities. The aim of this policy is to ensure that all employees and people engaged on contracts for services are recruited, trained and promoted according to their ability to fulfil the requirements of their post. There will be no discrimination on the grounds of, for example, race, colour, creed, ethnic or national origins, nationality, disability, age, sex, sexual orientation, marital status or family responsibility in any matter relating to employment or appointment.

Monitoring

QAA has adopted the recommendations in the Code of Practice published by the Equal Opportunities Commission and the Commission for Racial Equality that employers should regularly monitor the effects of selection decisions to assess whether equality of opportunity is being achieved. For this purpose you are asked to complete the form below. The information will be treated as strictly confidential and used, anonymously, for statistical purposes only. This form will be removed from your application/nomination prior to consideration.

Personal details

Nomination/application for: ELIR co-ordinating reviewer

1 I would describe my ethnic origin as

- White
- Irish
- Black African
- Black Caribbean
- Black Other (please specify)
- Indian
- Pakistani
- Bangladeshi
- Chinese
- Other

2 I am

- Male Female

3 Do you have a disability within the meaning of the Disability Discrimination Act 1995?

- Yes No

Appointment and training of ELIR co-ordinating reviewers

Introduction

1. ELIR co-ordinating reviewers are appointed by QAA on the basis of published criteria, and generally from nominations made by institutions. All are provided with induction and training to ensure that they are familiar with the aims, objectives and procedures of the review process and with their own roles within it. ELIR co-ordinating reviewers are appointed on the basis that they agree to undertake up to three reviews over a period of two years. They may continue beyond this period by mutual agreement.
2. The qualities required in ELIR co-ordinating reviewers are outlined below. Every attempt is made to ensure that the cohorts of reviewers reflect appropriate sectoral, geographical, gender and ethnic balances.
3. ELIR co-ordinating reviewers are appointed from amongst administrative staff in institutions. In common with other reviewers, ELIR co-ordinating reviewers are not appointed to teams reviewing their own institutions.
4. Training for ELIR co-ordinating reviewers is undertaken by QAA in collaboration with appropriate training providers. The purpose of the training is to ensure that all:
 - i. understand the aims and objectives of the review processes
 - ii. are acquainted with the procedures involved
 - iii. understand their own roles and tasks, the importance of team coherence, the QAA's expectations of them, and the rules of conduct governing the process.

Qualities required in all reviewers

5. All reviewers will be able to demonstrate the ability to:
 - understand a range of perspectives, relate to a range of individuals including students and senior managers, lead discussions about strategic and operational approaches to the management of quality and standards in general, and the enhancement of the student learning experience in particular
 - assimilate a large amount of disparate information and analyse it to form reliable, evidence-based conclusions
 - communicate clearly, orally and in writing
 - work productively and cooperatively in small teams delivering to tight deadlines
 - maintain the confidentiality of sensitive matters.

Qualities required in ELIR co-ordinating reviewers

6. In addition to the qualities required in all reviewers, ELIR coordinating reviewers will be able to demonstrate:
 - current or recent (within three years) experience of senior academic administration at institutional (including faculty or school) level in UK higher education
 - wide experience of working with senior committees in UK higher education

- awareness of the distinctive features of the Scottish higher education system in general, and the enhancement-led approach in particular (ELIR training will seek to emphasise this but some initial awareness is highly desirable)
- ability to keep a reliable record of discussions, summarise the key outcomes and produce coherent text in a specified format to tight deadlines
- experience of drafting, collating and editing complex reports
- ability to retain an effective overview of complex tasks, and to support and manage a small team in achieving those tasks.

Remuneration

7. ELIR co-ordinating reviewers will be paid a fee of £2604 inclusive of any VAT per review. Travel and subsistence expenses will be reimbursed at approved rates.

Description of services to be provided by ELIR co-ordinating reviewers

It is expected that ELIR co-ordinating reviewers will participate in up to three reviews during a two-year period. On each ELIR team there will be five reviewers, including one international reviewer, and one student reviewer.

The length of review will vary according to an agreement between QAA and the institution, but will include:

- preliminary work
- part one visit to the institution
- part two visit to the institution
- checking and collating text for draft report.

Time required for the reading of documentation and travelling is included in the overall fee for the review. Advance documentation will be received some seven weeks before a review commences.

Preliminary (after receipt of the Reflective Analysis)

- Analyse the Reflective Analysis (RA) to identify possible themes for exploration at the part one visit, with a view to continuing these themes into the part two visit, or to close them at the part one visit
- Share individual analyses of the RA with other team members and Assistant Director (AD) via the QAA's web-based email, and collate the analyses by an agreed date in advance of the part one visit
- Negotiate with the AD and the rest of the review team to agree investigative tasks during the visits, and on writing tasks after each part of the review visit.

Part one visit to the institution

- Work with the review team and the AD in private meetings to agree the main themes for investigation during the visit, and to select and study evidence to support the investigation
- Contribute to, as appropriate, discussions with staff and students of the institution on themes as agreed by the review team as a whole, with due attention to the protocols of discussions as a peer group
- Contribute to the review team's proposals for topics and themes for investigation during the part two visit, and agree with the team on the programme to be negotiated with the institution
- Contributes to the review team's proposals for the further evidence required for investigation during the review visit
- Keep a list of documentary evidence requested, and received, by the review team.
- Keep a record of discussions at private meetings of the review team and at meetings with staff and students of the institution
- Prepare summary notes of the meetings, and/or consolidated key points, for copy to the other members of the review team as soon as possible in typescript or legible manuscript.
- Coordinate the production of 'transition' notes on topics agreed within the review team as starting point for the part two review visit.

Between visits

- Exchange views with other review team members and the AD on the transition notes in order to have agreement on themes and topics to be explored at the part two review visit
- Read additional documentary evidence provided by the institution in preparation for the part two review visit.

Part two visit to the institution

- Act as 'keeper of the review', and as the principal liaison with the institution
- Assist the review team in maintaining a proper focus on institutional-level approach to: the management of the student learning experience; the strategic approach to quality enhancement; and the management of quality and standards
- Contribute to, as appropriate, discussions with staff and students of the institution on themes as agreed by the review team as a whole, with due attention to the protocols of discussions as a peer group
- Work with the review team in private meetings to draw conclusions from the themes being explored during the review visit, with reference to oral and documentary evidence to underpin those conclusions
- Keep a record of discussions at private meetings of the review team and at review team meetings with staff and students of the institution
- Prepare summary notes of the meetings, and/or consolidated key points, for copy to the other members of the review team as soon as possible in typescript or legible manuscript
- Contribute, according to experience, to the judgement on the effectiveness of the institution's management of the student learning experience, strategic approach to quality enhancement, and the management of quality and standards, and to the associated commentaries
- Contribute to the review team's overview on the institutional-level implementation of the academic infrastructure including the Scottish Credit and Qualifications Framework, the *Code of Practice*, and subject level benchmark information
- Keep a record of the final private meeting of the review team with the AD present, and make the review team's 'corporate' record of conclusions and judgements at the final meeting
- Support the team and the AD in producing an outline report, identifying the key themes for inclusion within each of the report's commentaries
- Ensure that the review team has a copy of all records of meetings, summary notes, conclusions and judgements in typescript or legible manuscript immediately after the final meeting of the review team.

After the review visit

- Support the AD in editing the review report, providing additional information and evidence as necessary
- Contribute to the review team's comments on the institution's responses to the draft report, to agreed deadlines.