

**Enhancement-led institutional review (ELIR): Scotland****International reviewer  
Personal details application form****Application No**

Surname \_\_\_\_\_ Title \_\_\_\_\_

Forename(s) \_\_\_\_\_

Preferred forename \_\_\_\_\_

Date of birth \_\_\_\_\_

Current employer \_\_\_\_\_

Job/Post \_\_\_\_\_

Work address \_\_\_\_\_  
\_\_\_\_\_

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

International reviewers will be expected to attend a two-day residential training course and up to two ELIR events per annum, and to be available to participate in **up to three reviews** over a two year period. 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 and QAA officers, and to provide information to institutions and student bodies.

The application should be forwarded to:

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

Signature \_\_\_\_\_ Date \_\_\_\_\_

Current job/post title \_\_\_\_\_

Current post  
(please provide details)

**The Scottish higher education sector is relatively small (19 higher education institutions) but there is a diversity of institutional types within the sector ie ‘ancient’, ‘modern’, ‘vocational’, and ‘small specialist’ institutions. Please provide information on your expertise on particular types of higher education institutions.**

**Please provide a brief statement on your relationship, and type of contact with, your nominating Scottish higher education institution. Please identify any conflict of interest that might compromise your objectivity if appointed to the ELIR team of your nominating institution.**

**Please provide information on your prior knowledge of the UK higher education system (ELIR training will emphasise this but some initial awareness is highly desirable). In particular, please identify any professional links with other Scottish higher education institutions (HEIs) , and any conflicts of interest that might compromise your objectivity if appointed to an ELIR team in one of those Scottish HEIs.**

All ELIR review activities, including all meetings and written materials, are undertaken in the medium of English. If English is not your first language, please provide an indication of competency using the following descriptions: basic; intermediate; fluent; or advanced.

Reading:

Writing:

Speaking:

Listening:

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

**To assist us in our considerations, we ask nominees to write a short piece (500 words maximum) reflecting on their experience of quality assurance and quality enhancement, and the extent to which their experience meets the criteria for international reviewers (see Annex A – qualities required in all reviewers and specifically in international reviewers).**

**Within this statement, prospective reviewers should also give an indication of the reasons why they would wish to undertake activities as an ELIR reviewer; what would be the particular contribution they could make to the ELIR process of external review; and what they would hope to gain from it.**

***Use a separate sheet if required.***

**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: **International 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 UK Disability Discrimination Act 1995?**

- Yes                       No

## **Annex A**

### **Appointment and training of international reviewers**

#### **Introduction**

1. Reviewers are appointed by QAA on the basis of published criteria, and generally from nominations made by institutions and student bodies. 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 role within it. Reviewers are appointed on the basis that they agree to undertake, if requested, up to three reviews over a period of two years. They may continue beyond this period by mutual agreement.
2. The qualities required in reviewers are outlined below. Every attempt is made to ensure that the cohorts of reviewers reflect appropriate sectoral, geographical, gender and ethnic balances.
3. Training for reviewers is undertaken by QAA in collaboration with appropriate training providers. The purpose of the training is to ensure that all:
  - understand the aims and objectives of the review processes
  - are acquainted with the procedures involved
  - understand their own roles and tasks, the importance of team coherence, QAA's expectations of them, and the rules of conduct governing the process, and
  - have an opportunity to explore and practise the techniques of: developing a dialogue with institutional staff and students; data assimilation and analysis; the development of programmes for visits; the construction and testing of hypotheses; the forming of judgements and statements of confidence; and the preparation of reports.

#### **Qualities required in all reviewers**

4. 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, and 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 co-operatively in small teams delivering to tight deadlines
  - maintain the confidentiality of sensitive matters.

#### **Additional qualities required in international reviewers**

5. In addition to the qualities required in all reviewers, international reviewers should be able to demonstrate a number of the following attributes:
  - current or recent (within three years) wide experience of academic management, preferably relating to quality assurance and enhancement, at the institutional level outside the UK
  - current or recent (within three years) experience of external review of higher education institutions outside the UK, either as a panel member or through senior involvement with a quality assurance or enhancement organisation

- peer-acknowledged expertise in the development of good practice in learning and teaching
- knowledge and experience of practice in more than one country in addition to the UK (it will be highly desirable to have international comparative knowledge and experience)
- an awareness of the distinctive features of the Scottish higher education system in general, and the enhancement-led approach in particular (ELIR training will emphasise this but some initial awareness is highly desirable).

### **Remuneration**

6. International reviewers will be paid on a per review basis. The fee per review will be £2604 inclusive of any VAT. Travel and subsistence expenses will be reimbursed at approved rates.

## **Annex B**

### **Description of services to be provided by international reviewers**

It is expected that ELIR reviewers will participate, if requested, in three reviews during a two year period. On each ELIR team there will be five reviewers, including one international reviewer, and one student reviewer who will focus primarily (but not exclusively) on the ways in which the institution's quality management arrangements promote the enhancement of the student learning experience.. The length of each 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
- report writing.

Time required for reading documentation and travelling is included in the overall fee for the review. Advance documentation will be received some 7 weeks before the part one review visit. Reviewers should submit their text for the draft report within two weeks of the end of the part two review visit.

#### Preliminary work – after receipt of the Reflective Analysis (RA)

- Analyse the Reflective Analysis to identify possible themes for exploration at the part one visit, with a view to continuing these themes at the part two visit, or to close them at the part one visit
- Share individual analysis of the RA with other ELIR team members and Assistant Director (AD) via the QAA's web-based email, by an agreed date in advance of the part one visit
- Negotiate with the Assistant Director and the rest of the review team on investigative tasks during the visits, and on writing tasks after each part of the 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 part two visit, and to select and study evidence to support the investigation
- Lead in 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 discussion as a peer group
- Form preliminary views on the effectiveness of the institution's approach to the enhancement of quality and the management of quality and standards, based on discussions and study of evidence
- Propose topics and themes to be investigated during the part two visit, and agree (in association with the review team and the AD) the programme for the part two visit to be negotiated with the institution
- Propose further evidence required for testing during the review
- Keep sufficient personal notes to supplement the ELIR co-ordinating reviewer's (ECR) record of the meetings for the purpose of undertaking the agreed writing tasks with proper attention to accuracy and evidence
- Contribute to the production of 'transition' notes on topics agreed with the review team and the AD as a 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

- Work with the review team in private meetings to draw conclusions from the themes being explored during the visit, with reference to oral and documentary evidence to underpin those conclusions
- Lead in 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 discussion as a peer group
- Make a 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, from the oral and documentary evidence gathered during the review visits and the internal subject review material in particular
- Take an overview of the institutional-level implementation of the academic infrastructure including the Scottish Credit and Qualifications Framework, the *Code of Practice*, and subject benchmark information
- Assist the ELIR co-ordinating reviewer in their role of maintaining an ongoing record of the team's emerging conclusions and supporting evidence, and in producing an outline report at the end of the review visit
- Keep sufficient and appropriate personal notes for the purpose of undertaking the agreed writing tasks with proper attention to accuracy and evidence

#### After the review visit

- Contribute to the production of draft sections of the ELIR report (as allocated at the part one visit) to agreed deadlines and to an agreed electronic format, working to the ELIR report template, and underpinning all conclusions and judgements with reference throughout to oral and/or documentary evidence
- Comment on the draft report, responding within agreed deadlines to any requests from the AD for additional text or reference to evidence
- Comment on the institution's response to the draft report, responding to any requests from the AD for amended text, a review of commentary or confirmation of evidence as necessary and within agreed deadlines