What is ELIR?

• Institution-wide external review conducted by Quality Assurance Agency Scotland on behalf of QAA UK and the Scottish Funding Council

• All Scottish HEI's are reviewed on a 4-year cycle

• Reviews are undertaken by an external Team
Focus of ELIR

The University’s approach to:

- **Enhancement** and how it is implemented at all levels
- self-evaluation, particularly how it evaluates:
  - its strengths;
  - potential risks to quality and standards;
  - improvements to the student learning experience
- partnership with students

*Enhancement is defined as *Taking deliberate steps to improve the effectiveness of the student learning experience*
ELIR Areas of Review/Reporting

1) institutional strategic framework
2) student learning experience
3) learning and teaching enhancement
4) quality assurance and academic standards
5) self-evaluation and management of information
6) collaborative activity
Scope of ELIR

1) Learning and Teaching Activities (not research – only the PGR student learning experience)

2) The student learning experience of all categories of students:
   - UG, PGT, PGR;
   - Full-Time, Part-Time
   - UK Campuses
   - Overseas Campuses
   - Associate Campus
   - Partnerships: ALP’s, Joint Collaborative, Work Placements
   - Independent Distance Learners
Importance of ELIR

• The Learning and Teaching equivalent of the REF

• Overarching judgement impacts on:
  • the University’s reputation in the UK and globally
  • its continued operation in Dubai (KHDA) and Malaysia (MOHE/MQA)
  • Interventions by QAA UK and by SFC

• concise *Outcome Report* is designed for applicants, employers etc
HWU’s ELIR3: Key Dates

- Submission of documents to QAA Scotland **due by 14 November 2014**

- Review Visit - 2 parts:
  - Part 1: 28-29 January 2015
  - Part 2: w/c16 March 2015 (likely to be 5 days: to be confirmed at end of Part 1 visit).

- Preparations have been underway since **2013**
### Format of Review Visits: Part 1

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>28 January, AM</td>
<td>Institutional Presentation</td>
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<tr>
<td>28 January, PM</td>
<td>Meeting with Institutional Contacts (J.Sawkins; M.King)</td>
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<tr>
<td>28 January, PM</td>
<td>Meeting with Student Representatives</td>
</tr>
<tr>
<td>29 January, AM</td>
<td>Meeting with School/Academic Staff (quality assurance/enhancement)</td>
</tr>
<tr>
<td>29 January, PM</td>
<td>Meeting with Institutional Contacts (J.Sawkins; M.King) (info on Part 2: themes; documentation; meetings; duration)</td>
</tr>
</tbody>
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Format of Review Visits: Part 2

- Week 16- 20 March 2015

- No set format; but typical meetings:
  - UG Students (not reps)
  - PGT and PhD students (incl. teaching role)
  - Academic staff (early career, promoted, new)
  - Professional Services staff
  - Senior academic and administrative staff

- Focus on enhancement, but may ask questions around assurance and academic standards
HWU: What might the ELIR Team be interested in?

KEY THEME will be international activity:

- Student learning experience (Dubai, Malaysia; ALP’s)
- Staff experience, incl. staff development; engagement of colleagues in Dubai and Malaysia
- Cross-campus diversity (processes for identifying and managing)
- ALP’s: management and oversight
Engaging Staff and Students in ELIR
Who needs to be involved in Preparations?

- Staff and students in Edinburgh, Scottish Borders, Orkney, Malaysia and Dubai
- ALP students and Approved Tutors
- West London College
- IDL students

Key Role for VP’s (Dubai, Malaysia), DLT’s and DoPS’s in promoting engagement
How are staff and students involved so far?

- Managed by Learning and Teaching Board and ELIR Steering Group
- Discussions at University Committees and Academic Councils (Dubai, Malaysia, West London College)
- Discussions through Student Union
- Providing specific information for the Reflective Analysis document
Future involvement?

- Review of draft sections of the Reflective Analysis
- Discussions at School committees/meetings of Professional Service Directorates
- Meetings with ELIR Team (academics; students + student representatives; professional services)
- Providing examples of local enhancements to support the Reflective Analysis document
- Responding to key questions ….
Key Questions for ELIR …

- How do we identify and share good practice in learning and teaching/service provision?
- How do we enhance the student learning experience?
  - UK campuses, Dubai, Malaysia; ALP and IDL students
  - To what extent do we consider PGT/PGR as well as UG?
- Self-evaluation of learning + teaching/service:
  - How? (student surveys; Annual Monitoring; Periodic Review …)
  - Effectiveness of self-evaluation? (…Do we “close the feedback loop”?)
- Any other key questions ....?