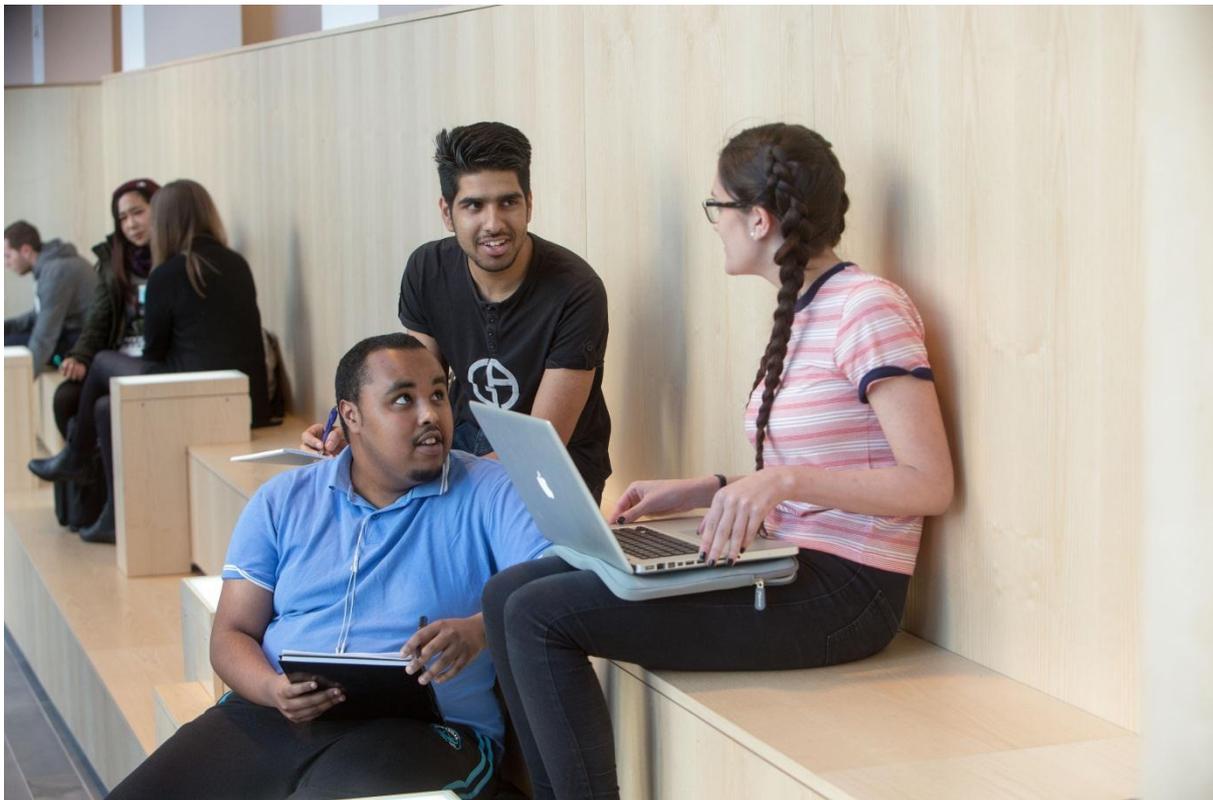


Department of Academic Quality and Development



Student Handbook: Enhancement-Led Internal Subject Review (ELISR)

January 2018

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1 Introduction: Student Engagement at GCU

At GCU we are committed to student engagement and partnership working. This is reflected in our newly developed partnership agreement – *GCU Community: Working Together in Partnership* – which was produced by students and staff and is fully supported by the University and Students' Association.

There are a wide range of opportunities for students to help shape the learning experience at GCU, requiring varying degrees of time and commitment. This ranges from relatively quick activities, such as completing module evaluation questionnaires or providing feedback to class reps, to more in-depth involvement, such as undertaking a student representative role or engaging in academic quality processes. All levels of student engagement are valuable and contribute to the individual and collective student voice being heard.

This handbook has been produced for student representatives who are participating in academic quality processes at GCU. It has been designed to supplement face-to-face briefing sessions and will provide all the information you need to be an effective member of an Enhancement-Led Internal Subject Review (ELISR) team.

2 What are ELISR Panels?

All new academic programmes at GCU are approved by **Programme Approval Panels**, which provide scrutiny of new programme proposals. **Programme Review Panels** review currently running programmes (usually every five years) to assess their ongoing viability, consider the outcomes of annual programme monitoring, and scrutinise any changes the programme team would like to make.

Enhancement-Led Internal Subject Review (ELISR) events take place in addition to Programme Approval and Review. **ELISR Panels** consider the provision of a whole subject area, rather than an individual programme. ELISR normally involves reviewing the overall provision of one Department within an academic School, usually on a five year cycle.

All panels are convened by the Department of Academic Quality and Development, which is responsible for coordinating and organising approval and review events across the University.

2.1 Panel composition

The composition of ELISR panels normally includes:

Chair	GCU senior academic
Internal panel members	GCU academic and professional support services staff
External panel members	Academic representatives (to cover all subject areas) and representatives from industry/practice
Student panel member	Full Time Officer or appointed student representative
Panel secretary	Representative from Academic Quality and Development

2.2 Student panel members: who can participate?

The role of student panel member for ELISR events is normally undertaken by a Full Time Officer from GCU Students' Association: either the Student President or Vice President SHLS/SEBE/GSBS. However, on occasion the role may be undertaken by a nominated senior student representative (usually a School Officer, Postgraduate Taught Representative or Postgraduate Research Lead); this will be agreed in advance by the Students' Association and Department of Academic Quality and Development¹.

When convening a panel we will, as far as possible, involve a Full Time Officer (or nominee) who represents a different academic School to that which is participating in the review.

2.3 Student panel members: your role

Your role as a student panel member is to bring the student perspective to the ELISR event that you are participating in. You will be involved in the entire process, from reading the self-evaluation document in advance of the review, contributing to a series of discussions throughout the event, and reviewing the final report afterwards. You can find out more about the role of the panel as a whole, including your contribution as a student panel member, in section 3.

3 Enhancement-Led Internal Subject Review (ELISR)

3.1 The ELISR event: what you need to know in advance

The overarching theme of ELISR is to evaluate the student experience across a subject area (or Department) at GCU. This includes evaluating the effectiveness of the Department and wider School in taking deliberate steps to enhance the student experience.

The participating School will submit a self-evaluation document to the Department of Academic Quality and Development prior to the ELISR event. This is usually a large document and you should expect to set aside at least a day for reading and preparation. The self-evaluation document is a statement which demonstrates that the School has undertaken robust self-evaluation in a constructively self-critical manner. It should discuss the strengths of the Department's subject provision, as well as any areas where enhancement or improvement is viewed as necessary by staff and students. The document is an opportunity for the School to demonstrate how previously identified strengths have been built upon, and how any previously identified areas for improvement have been addressed. The process should:

- Promote dialogue on areas where quality might be improved
- Identify good practice which can be shared across the University

¹ School Officers, Postgraduate Reps and Class Rep Associate Trainers are also offered the opportunity to participate in Programme Approval and Review events as (paid) student panel members. If non-salaried representatives participate in ELISR events as student panel members they will likewise be remunerated accordingly.

- Support critical reflection on practice

A flexible approach should be taken when producing self-evaluation documentation to accommodate the range and potential complexity of a Department's subject provision. For example, some areas may contain large numbers of programmes, and some programmes may contain complex module structures. However, in general the content of a self-evaluation document can be summarised as follows²:

² A detailed breakdown of self-evaluation document content can be found in the GCU Quality Enhancement and Assurance Handbook:

<https://www.gcu.ac.uk/media/gcalwebv2/theuniversity/gaq/gaqfiles/gea/geahv6/Section%203%20-%20Enhancement%20Led%20Internal%20Subject%20Review.pdf>

Self-Evaluation Document

Introduction

A statement of the overall aims of the Department's subject provision, reflecting Strategy 2020 and the School's distinctive mission and overarching philosophy.

Learning Outcomes

Addressing the appropriateness of the intended learning outcomes in relation to the overall aims of the Department's provision, relevant subject benchmark statements and other external reference points.

Curricula and Assessment

Reviewing the effectiveness of the content and design of the curricula in enabling students to achieve the intended learning outcomes. Reviewing the effectiveness of assessment in measuring student achievement of the intended learning outcomes.

Quality of Learning Opportunities

Reviewing the effectiveness of learning and teaching in relation to the programme aims and curriculum content, referenced to the Quality Code and Strategy for Learning. Evaluation should review student progression, the adequacy of learning resources (physical and digital), and how well learning resources are utilised.

Maintenance and Enhancement of Standards and Quality

Evaluating the effectiveness of measures taken to maintain and enhance the quality of provision, including the use of quantitative and qualitative data in a strategy of continuous improvement. Evaluation should include analysis of performance statistics such as admissions, retention, completion, employability, NSS and ISB feedback.

Quality Enhancement Planning

Examining the success of quality enhancement planning within the School, with reference to the enhancement plans created as part of the annual monitoring process and School enhancement planning.

Strategy 2020, Digital Strategy, Strategy for Learning, Common Good Attributes, GCU Values and Behaviours

Examining the success of the School in implementing GCU strategy and priority areas.

Research, Scholarly and Professional Activities

Evaluating the extent to which research, scholarly and professional activities underpin the curriculum.

Research Student Supervision

Evaluating the success of research student supervision within the School, with reference to University policy, completion rates and time taken to complete.

Student Engagement and Student Experience in the School

Reviewing the effectiveness of student feedback mechanisms, e.g.: module feedback; Student Staff Consultative Groups (SSCGs); student representation on Programme Boards, School Boards and University-level committees; dialogue between staff and students; partnership working; and student involvement in the review. Evaluation should also examine the overall student experience in the School, including: induction and transition; fulfilment of the Common Good Attributes; employability and career development; student engagement in School-wide activities and processes; NSS and ISB feedback.

International Student Experience

Evaluating the student experience specifically for international and transnational students.

Effectiveness of Central and School-Based Support in Enhancing the Student Experience

Describing all sources of support within the School, analysing the effectiveness of this provision and suggesting where improvements should be made. Professional and student support services should be represented on the panel but consideration should also be given to the impact of these services on the Department or discipline.

In addition to the self-evaluation document, the panel will be provided with the following documents from the last three academic sessions:

- ❖ External Examiners' Reports
- ❖ Student Staff Consultative Group minutes
- ❖ Annual Programme Analysis
- ❖ Annual reports on monitoring quality enhancement and assurance of programmes
- ❖ Quality enhancement section of School plans
- ❖ Performance data
- ❖ Programme Specification Proformas (PSPs)
- ❖ Programme Handbooks

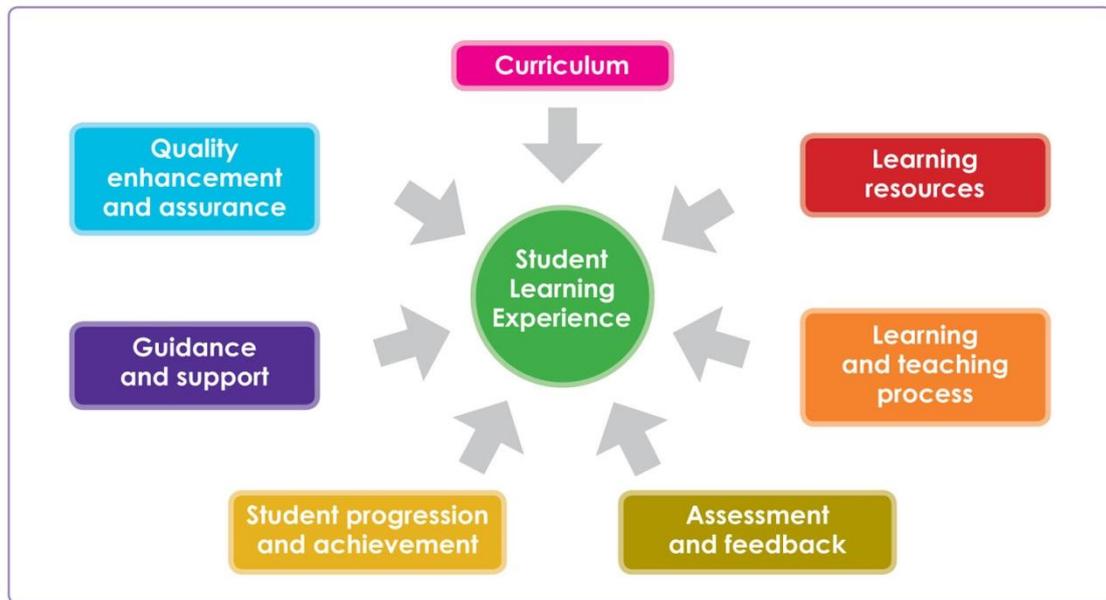
The role of the panel **as a whole** is to assess the claims made in the self-evaluation document, including how the School and Department adhere to University strategy and policy, and to external reference points. Although this might sound daunting, as a student panel member you are not expected to get to grips with all of the above. Panels are deliberately made up of a diverse range of experts, each of whom brings their own unique perspective to the review. The panel will include senior academics from GCU, external academics from the discipline(s) being reviewed, professional services staff and external experts working in relevant industry or practice-based roles. Your role is to bring the student perspective to all elements of the review process. You are welcome to raise questions and contribute to all aspects of the discussion but will be supported by the collective experience of the whole review team.

The Panel Secretary will circulate the self-evaluation document to all panel members at least four weeks before the ELISR event. It is vital that you have read and considered this documentation before the panel meets. You will be supported by the Department of Academic Quality and Development to do this; once you have read the documentation you will meet with the Panel Secretary for a one-to-one briefing a few days before the event. This meeting is an opportunity for you to go through the documentation with the Panel Secretary, ask any questions and pick out areas that you would like to raise or discuss on the day. This is a key stage in the preparation process. Previous student panel members have fed back that this briefing was particularly useful in terms of understanding the documentation and feeling confident to participate fully as a student panel member in academic quality processes.

3.1.1 The Student Learning Experience

Before and during an event, it is important that panel members consider the different elements of the student learning experience in the context of the subject area being reviewed. The sparqs (Student Partnerships in Quality Scotland) Student Learning Experience tool might be useful when you are reviewing the self-evaluation document and thinking about possible areas for discussion at the event. The tool was developed by sparqs to help student reps break the (often complex) concept of the learning experience into practical, bite size chunks. We have provided a brief overview of the tool (see Figure 1, below) with suggestions about what you might be looking for as a panel member.

Figure 1: sparqs Student Learning Experience tool



More information about the Student Learning Experience tool can be found at <http://www.sparqs.ac.uk/resource-item.php?item=205>

Student Learning Experience	What am I looking at?
<p>Curriculum Reviews should include all credit bearing provision, including undergraduate and postgraduate awards, Continuing Professional Development, collaborative and overseas provision, supervision of research students, and online and distance learning.</p>	<ul style="list-style-type: none"> - Course content - Handbooks - Study abroad opportunities - Placements - Optional and compulsory modules
<p>Learning Resources Learning resources include the facilities that students need to successfully complete their programme of study, e.g. library, IT or lab facilities.</p>	<ul style="list-style-type: none"> - Library - IT - VLE (GCU Learn) - Estates - Classroom resources
<p>Learning and Teaching Processes This incorporates the learning, teaching and assessment strategy and may include information about contact hours, self-directed learning, ratio of lectures/seminars/labs etc.</p>	<ul style="list-style-type: none"> - Contact time - Independent and group work - Class sizes - Teaching styles - Staff development
<p>Assessment and Feedback This incorporates assessment and feedback processes within academic programmes, including adherence to the University's feedback policy. It also includes the type and volume of assessment, marking criteria and how useful feedback is for enhancing students' learning.</p>	<ul style="list-style-type: none"> - Marking criteria - Consistency of marking - Number and type of assessments - Choice of assessment - Quality and promptness of feedback
<p>Progression and Achievement This includes data from a range of sources, e.g. student feedback or satisfaction surveys, benchmarked against national trends. It also includes student progression and achievement data and information on the routes graduates take when they complete their programme.</p>	<ul style="list-style-type: none"> - The learner journey - Definitive Programme Documentation (DPD) - Links between courses
<p>Guidance and Support Guidance and support services contribute to the quality of the student learning experience and should be considered during ELISR. This includes, for example, recruitment, careers, student finance, IT etc.</p>	<ul style="list-style-type: none"> - Careers advice - Personal support - Counselling - Academic support
<p>Quality Enhancement and Assurance University processes should take full account of student feedback and include procedures to obtain student views of the subject area being reviewed. All categories of students should be included, i.e. full-time, part-time etc. No category of student should be omitted from feedback processes.</p>	<ul style="list-style-type: none"> - Institution-wide conversations about enhancement - External review - Institution-led review - Staff observation - Survey development - Interpretation of student feedback

3.2 The ELISR event: what you can expect on the day

An ELISR event normally lasts two full days and consists of a series of meetings with key stakeholder groups. This includes senior managers, academic and professional services staff, current students and graduates and, where appropriate, employers and other relevant external stakeholders.

Where possible, Programme Approval and Review³ events are subsumed within the ELISR process. This means that there may be up to three additional days of Programme Approval and/or Review directly prior to the ELISR. Separate panels will be convened for these events, with the conclusions communicated to the ELISR panel to inform the overall evaluation of the subject area being reviewed. For consistency, the Full Time Officer (or nominee) participating in the ELISR may also sit on a preceding approval or review panel, but this will be agreed in advance with the Department of Academic Quality and Development.

A draft schedule of meetings for a typical ELISR is provided on the next page. This is an indicative agenda only; the timing and duration of meetings may vary depending on the event being held. The exact structure of each ELISR event is determined following consultation between the Department of Academic Quality and Development, the Panel Chair and the School. You will receive a firm agenda two weeks prior to the event you are participating in.

³ More information about Programme Approval and Review can be found in the following student handbook: https://www.gcu.ac.uk/media/gcalwebv2/theuniversity/aqd/Student%20Handbook_270917.pdf

DRAFT SCHEDULE OF MEETINGS : DAY 1	
0845 - 0900	Arrive
0900 - 1000	Private meeting of Panel
1015 - 1115	Meeting with School and Departmental management teams
1115 - 1215	Meeting with undergraduate students
1215 - 1345	Panel lunch and review of supplementary documentation
1345 - 1400	Private meeting of Panel
1400 - 1500	Meeting with research students and postgraduate students
1500 - 1515	Private meeting of Panel
1515 - 1600	Meeting with Programme Leaders
1600 - 1545	Optional private meeting of Panel/tour of School and Departmental facilities
1830	Dinner for Panel Members

DRAFT SCHEDULE OF MEETINGS : DAY 2	
0845 - 0900	Arrive
0900 - 0930	Private meeting of Panel
0930 - 1015	Meeting with employers
1015 - 1100	Meeting with graduates
1100 - 1200	Meeting with teaching staff and Academic Development Tutors
1200 - 1300	Lunch
1300 - 1315	Private meeting of Panel
1315 - 1415	Meeting with Assistant Heads of Department
1415 - 1515	Meeting with research staff and School professoriate
1515 - 1600	Meeting with administrative and technical support staff
1600 - 1645	Private meeting of Panel
1645 - 1700	Feedback of outcomes to School Management Group
1700	Depart

3.2.1 Stakeholder group meetings: the nature of discussions

ELISR focuses on quality enhancement as well as assuring academic standards. We place great emphasis on the partnership aspect of events; panel members are encouraged to conduct the event in the best spirit of collegiality and peer group discussion. The emphasis is very much on dialogue between panel members and all stakeholders. The role of panel members is not to interrogate stakeholder groups or ask ‘trick’ questions, but rather to support and enable open, honest and reflective discussion about the subject area being reviewed.

The Panel Chair will facilitate the stakeholder group meetings during the event and one aspect of their role is to ensure that everyone who wants to contribute can. Questions for staff, students and other groups are usually agreed during private meetings of the panel, but some general tips are:

- ❖ Try and maintain a positive atmosphere to encourage open dialogue and discussion
- ❖ Avoid 'closed' or purposefully challenging/critical questions that might make participants feel defensive – taking an 'open' enquiring approach is more likely to encourage honest, reflective discussion
- ❖ Avoid leading questions that direct the person to respond in a certain way, e.g. "shouldn't you have...?"
- ❖ Focus on key issues and try not to be side-tracked
- ❖ Ask for clarification or further information if you feel your question hasn't been answered
- ❖ Ask similar questions to different groups to see how their answers compare
- ❖ Maintain confidentiality at all times

A key part of a panel member's role is to elicit the information needed to review the subject area robustly, but to do so in a collegiate, non-judgemental way.

3.3 After the event: what you need to do next

Following the event, the Panel Secretary will prepare a report containing a short summary of proceedings and confirming the appropriateness of the School's self-evaluation document. The report will also identify areas of good practice and areas which require enhancement. This is sent to the Chair for approval before being circulated to all panel members. Your role at this stage is to read the report and respond to the Panel Secretary advising if you are happy that the content accurately reflects the discussion undertaken at the event.

This is normally the point at which panel members' involvement in the ELISR is concluded. The report is sent to the School (normally within four weeks of the event) for comments on factual accuracy. The School then has four weeks to produce a formal response, in the form of an enhancement plan, which is considered and approved by the Chair. If deemed necessary, the enhancement plan may be circulated to all panel members for consideration.

The report and associated action plan is then considered and formally approved at the University's Learning and Teaching Subcommittee (LTSC) on behalf of Academic Policy and Practice Committee (APPC) and Senate. Any actions requiring University level consideration will be considered by APPC. Any serious issues arising from the report will be drawn to the attention of Senate.

4 Administration and Support

4.1 Payment of student panel members

The role of student panel member for ELISR events is normally undertaken by the Student President or nominated Vice President as part of their (salaried) Full Time Officer role. However, on occasion the role may be undertaken by a nominated senior student representative (usually a School Officer, Postgraduate Taught Representative or Postgraduate Research Lead).

If you are a non-salaried representative (i.e. not a Full Time Officer) undertaking the additional role of student panel member, you will be remunerated accordingly. Non-salaried student panel members are paid **£300** per day for participation in an ELISR, including one day's preparation. Payment covers training, preparation, attendance and participation in the event. **Please note that we can only issue payment if you attend and participate fully in the event.**

Before you participate in an event as a paid student panel member, you will be asked to provide confirmation of your right to work in the UK, complete a Casual Worker Profile Form and provide your bank details. Due to current UKVI regulations, it is mandatory that we receive proof of your right to work in the UK before you participate in an event.

If you are a student on a Tier 4 visa, it is possible for you to be engaged as a student panel member, provided that this engagement does not exceed the 20 hour per week work restriction during term time (if applicable). You will be required to complete and submit a weekly timesheet for any work undertaken during this assignment. **It is your responsibility to let us know if you are undertaking paid employment elsewhere and to ensure that you comply with your visa restrictions.**

If you have any questions or queries regarding your payment, please do not hesitate to contact us in the Department of Academic Quality and Development via:

Casey O'Connell, Academic Quality Administrator (TNE and Academic Collaborations)
E: casey.oconnell@gcu.ac.uk | T: 0141 331 8498

4.2 Support for student panel members

As a student panel member, you will be fully supported to undertake your role successfully and confidently. If you have any questions or queries throughout the process, your first point of contact will be the Business Partner (Academic Quality) who is undertaking the role of Panel Secretary for the event. You will be provided with their contact details when you are allocated to a panel. However, if you have questions or queries in the meantime, please do not hesitate to contact us in the Department of Academic Quality and Development via:

Lesley McAleavy, Policy and Development Officer
E: lesley.mcaleavy@gcu.ac.uk | T: 0141 331 8724

5 The Common Good Award

GCU is the University for the Common Good. Our mission is to make a positive difference to the communities we serve and this is at the heart of all that we do.

The Common Good Award is a personal development and skills award which aims to encourage and support students to develop the skills and attributes to make a positive difference, and which employers now increasingly expect in addition to a university degree. It provides a mechanism through which to promote, recognise and reward the informal learning you have gained through co- or extra-curricular activity (paid or unpaid which is aligned to the four GCU Common Good Attributes:

- Active and Global Citizenship
- Entrepreneurial Mind-set
- Responsible Leadership
- Confidence

If you are a currently registered student representative, signing up for the Common Good Award will help you develop as an individual and give you the ability to speak knowledgeably and confidently about your skills and experience and how these fit with what employers are looking for in a graduate.

The Common Good Award is a flexible award that fits alongside your studies and gives you the opportunity to reflect on the attributes and competencies you are gaining, while at the same time enabling you to plan ahead and work toward your career goals.

Find out more about the Common Good Award at www.gcu.ac.uk/commongoodaward

6 Context: Quality Enhancement Framework in Scotland

ELISR events play a crucial role in academic quality assurance and enhancement at GCU. They contribute to a range of robust quality processes which all universities in Scotland are expected to have in place. This includes ensuring continuous quality enhancement, in addition to assuring academic standards.

The Scottish higher education sector defines quality enhancement as **‘taking deliberate steps to bring about improvement in the effectiveness of the learning experiences of students’** (ELIR Handbook, 2017). The three key principles which underpin quality assurance and enhancement in Scotland are:

- High quality learning
- Student engagement
- Quality culture

This is translated into practice by the Quality Enhancement Framework (QEF), which all universities in Scotland must adhere to. The QEF is overseen by the Quality Assurance Agency (QAA) and has five main elements:

1. **Institution-led reviews:** managed by universities themselves to assure and enhance the quality of the student learning experience.
2. **Enhancement-led Institutional Reviews (ELIR):** independent external reviews of universities managed and run by the QAA on a five year cycle.
3. **Public information about quality** that meets the needs of different stakeholders, including students and employers.
4. **Student engagement in quality processes,** supported by sparqs (Student Partnerships in Quality Scotland), a national agency funded to promote the role of students in quality within universities and colleges.
5. **Enhancement Themes:** identified areas for collective development across Scotland. QAA Enhancement Themes encourage institutions to share good practice and generate ideas and models for innovation in learning and teaching.

6.1 UK Quality Code for Higher Education

The QAA UK Quality Code for Higher Education is the main reference point for all internal and external reviews. The Quality Code articulates what is required of higher education providers and sets out defined Expectations that all universities must meet. It informs us all of the standards that staff, students and the general public can expect from the University. The Quality Code has three sections:

- Part A: Setting and Maintaining Academic Standards
- Part B: Assuring and Enhancing Academic Quality
- Part C: Information about Higher Education Provision

Chapter B5 (Student Engagement) sets out the Expectation that **‘higher education providers take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience’**.

The Quality Code can be found at

<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code>

6.1.2 Subject Benchmark Statements

Subject Benchmark Statements form part of the Quality Code (Part A). They bring together the academic and practice-based elements of programmes and set out expectations about standards of degrees in a range of subject areas. They describe what gives a discipline its coherence and identity, and define what can be expected of a graduate in terms of the abilities and skills needed to develop understanding or competence in the subject. Some statements combine or make reference to the professional standards required by external professional or regulatory bodies in the discipline.

Subject Benchmark Statements can be found at

<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements>

6.2 Institution-led Reviews

An overarching principle of quality management in Scotland is that universities own their own internal review processes. It is up to each institution to determine how they review and evaluate their own provision as long as they adhere to Scottish Funding Council (SFC) guidance⁴ and the UK Quality Code, and ensure that reviews are rigorous and robust. The SFC issues generic guidance that:

- All provision should be reviewed at least every six years
- Reviews should produce robust, credible evidence that academic standards are secure and provision is of a high quality
- Annual monitoring and follow-up actions should be considered
- All services that contribute to the student experience should be included in review processes
- Reviews should include reflection on national and international good practice
- Review teams should include at least one member external to the institution
- Reviews should fully engage students in the process

Institution-led reviews (such as ELISR) should include all credit bearing provision, including undergraduate and postgraduate awards, Continuing Professional Development, collaborative and overseas provision, supervision of research students, and online and distance learning.

In addition to internal review, universities are reviewed externally on a five-year cycle through the ELIR process.

6.3 GCU Quality Enhancement and Assurance Strategy

The GCU Quality Enhancement and Assurance Strategy aligns with the UK Quality Code for Higher Education. It seeks to:

- Safeguard the academic standards of the University
- Assure the quality of the learning opportunities that GCU offers to students
- Promote continuous and systematic improvement in GCU education provision

⁴ <http://www.sfc.ac.uk/communications/Guidance/2017/SFCGD112017.aspx>

The GCU Quality Enhancement and Assurance Handbook can be found at <http://www.gcu.ac.uk/academicqualityanddevelopment/academicquality/qualityenhancementandassurance/qualityenhancementandassurancehandbook/>

6.3.1 Institution-led Reviews at GCU

At GCU, we have a number of review processes which contribute to the institution-led review requirements outlined by the SFC and QAA.

- ❖ Programme Approval events take place when a new academic programme is proposed for delivery. A panel is convened to consider the proposal and decide if the programme will be approved to run.
- ❖ Programme Review events take place periodically for all current programmes, usually on a five year cycle. A Programme Review Panel assesses the ongoing viability of a currently running programme, considers the outcomes of annual programme monitoring processes, and scrutinises any changes the programme team would like to make.
- ❖ Enhancement-led Internal Subject Review (ELISR) events take place in addition to Programme Approval and Review. ELISR follows a five year cycle and considers the provision of a whole subject area (rather than an individual academic programme). ELISR normally involves reviewing the provision of one Department within an academic School.
- ❖ Thematic Review allows the University to consider major themes that are not necessarily explored through ELISR or Programme Approval and Review processes. The format and scope of each Thematic Review is designed in relation to the theme being reviewed.

All reviews are designed to be robust and comprehensive, with events focusing on the assurance of academic standards, as well as continuous quality enhancement. During ELISR events you will work with fellow panel members to consider aspects of both assurance and enhancement and, crucially, whether the subject area being reviewed offers students a high quality learning experience at GCU.

7 Conclusion

We hope that you now have a better understanding of ELISR processes at GCU, including how they fit with the expectations of the higher education sector in Scotland, and with our own institutional strategy and goals. There is a lot of information to take in, but remember you do not have to get to grips with everything all at once. As a student panel member, you will be fully supported to undertake your role successfully and confidently; the Department of Academic Quality and Development is available to answer any questions you have throughout the process, and on the day you will be supported by the Panel Secretary and wider review team.

We hope that you find being a student panel member to be an interesting and worthwhile experience and would like to thank you in advance for your valuable contribution to quality enhancement and assurance processes at GCU.

Acknowledgements

This handbook draws on a suite of helpful resources developed by sparqs, in particular:

‘Institutional Led Review Training Workbook’ (August 2013)

‘Engaging students in Institution-led Review: A practice guide for universities and students’ associations’ (May 2016)

sparqs resources on Institution-led Review can be found at

<http://www.sparqs.ac.uk/institute.php?page=289>