

**QAA Reviewer: Tertiary Quality Enhancement Review Application Form - November/December 2024**

**Online Application Form Questions**

Thank you for your interest in becoming a QAA Reviewer for Tertiary Quality Enhancement Review.

This document provides a copy of the application form questions to help you to prepare your answers. Please submit your application via our [online application form](https://forms.office.com/e/5T70JDrU4t).

Please note, you will not be able to save your progress in the online application form and return to it later. Therefore, we advise you prepare your answers before completing the online form.

The application form requests a brief summary of your current role, experience, subject expertise, knowledge and skills as outlined in the role profile.

Please read our [Privacy Notice](https://www.qaa.ac.uk/docs/qaa/about-us/qaa-privacy-notice-our-colleagues.pdf?sfvrsn=a71a181_42) to understand how we use and protect information supplied by candidates as part of the recruitment process. In particular please note that, if your application is successful, the information you provide will be held on our internal database and used when selecting reviewers with the right experience to assess a given provider. It will also be used in aggregate to report on the collective skills and experience of our reviewer pool.

If you require this application form in a different format please email [CRT@qaa.ac.uk](mailto:CRT@qaa.ac.uk).

External review by teams of peers ensures that those who have current or recent experience of overseeing, managing and/or assuring academic standards in a senior academic or professional support capacity, as well as experience in assessing students and conducting quality assurance activity in a further or higher education setting are evaluating and making TQER judgements about a college or university's quality and standards. The credibility of review findings and outcomes depends, therefore, upon teams of peer reviewers having up-to-date knowledge and experience.

Being admitted to the reviewer pool does not guarantee being allocated to a review. Review teams for Scotland’s TQER method are put together to reflect and respond to the contextual circumstances and strategic ambitions for individual institutions. QAA manages a reviewer pool with appropriate breadth and depth of experience to be able to right size review teams at point of active review processes.

**Right to Work**

You must have the right to work in the UK and/or the country you reside in. If successful in your application, you will need to produce the required documentation to validate this.

**Time commitment**

Reviewers are expected to undertake mandatory training (GDPR, Health and Safety, Cyber Security Awareness, Equality, Diversity and Inclusion), which could take approximately four - five hours. You will also need to attend induction and review method specific training (in this case for Scotland’s Tertiary Quality Enhancement Review method (TQER)).

**Conflict of Interest check**

QAA conducts a conflict-of-interest check with individuals before assigning them to an institutional review team. You must be willing to respond openly to this.

**Personal Details**

|  |  |
| --- | --- |
| **Title:** | Mr  Miss  Mrs  Mx  Ms  Dr  Professor  Other |
| **First name:** |  |
| **Last name:** |  |
| **Nationality:** |  |
| **Mobile number:** |  |
| **Home phone number:** |  |
| **Work phone number:** |  |
| **Personal email address:** |  |
| **Work email address:** |  |
| **Preferred email:** |  |
| **Home address:** |  |
| **Current role and current employer:** |  |
| **Current work address:** |  |
| **Nominated by (where relevant):** |  |
| **Biography:** *Please write a few sentences about yourself.* | |

**Education**

**Highest level of education**

Level 12 SCQF - Doctorate

Level 11 SCQF - Masters/postgraduate

Level 10 SCQF - Honours degree/graduate diploma/graduate certificate

Level 9 SCQF - Bachelors/ordinary degree/graduate diploma/graduate certificate

Level 8 SCQF - Diplomas of Higher Education

Level 7 SCQF - Certificate of Higher Education

Level 6 SCQF or below

Level 8 FHEQ - Doctorate

Level 7 FHEQ - Masters/postgraduate

Level 6 FHEQ - Honours degree/graduate diploma/graduate certificate

Level 5 FHEQ or below

**Languages other than English**

**Do you have proficiency in a non-English language?**

Yes

No

|  |
| --- |
| Please specify which language: |

**Language Skills & Experience**

Please indicate your competency level below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Basic** | **Intermediate** | **Fluent** | **Advanced** |
| Reading level |  |  |  |  |
| Writing level |  |  |  |  |
| Speaking level |  |  |  |  |
| Listening level |  |  |  |  |

**Do you have another language you would like to add?**

Yes

No

|  |
| --- |
| Please specify which language: |

**Language Skills & Experience**

Please indicate your competency level below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Basic** | **Intermediate** | **Fluent** | **Advanced** |
| Reading level |  |  |  |  |
| Writing level |  |  |  |  |
| Speaking level |  |  |  |  |
| Listening level |  |  |  |  |

**Experience**

Do you have experience with any of the following, within the last three years?  
*Please add notes to any of the following that apply.*

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| **Overseeing, managing and/or assuring academic standards and quality in a senior academic and/or professional support capacity** |

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| **Assessing and/or overseeing the achievements of students on tertiary education programmes internally and/or at other institutions including in a professional services capacity** |

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| **Conducting audits, reviews, assessments, accreditations, investigations or similar activities within a tertiary education institution and/or with other quality assurance agencies / inspectorates / auditing bodies in the UK or internationally (for example, Lead Quality Assurer for an awarding body such as SQA; vocational/work based assessor; any HMI led review - Education Scotland, Estyn, ETI, Ofsted; any ESG compliant quality agency reviews; any other further or higher education review processes (including for overseas quality agencies)** |

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| **Engaging with sector bodies (for example, HEA Fellowship, advisory bodies, learned societies, fellowships, national committee/panel memberships, accreditation and awarding bodies)** |

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| **Representing/supporting the interests of students: for example, active engagement with students in quality assurance; managing student support services; chairing student experience committee or similar; experience of overseeing, managing, or delivering student support services** |

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| **Working in, or with different types of tertiary education institutions, such as universities, further education colleges, private and/or specialist tertiary education institutions (including recent entrants to the tertiary education sector)** |

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| **Experience as a course/programme leader with ultimate responsibility for academic leadership, management and assessment of the course/programme** |

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| **Participating as a chair, panel member, assessor or equivalent in the monitoring and periodic review process of their own and/or other institutions** |

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| **Investigating and/or managing concerns, complaints and appeals and/or other investigative experience: for example, hearings and investigations into complaints, appeals, fitness for practice, misconduct, or quality assurance issues** |

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| **Academic governance, tertiary education partnerships, awarding body responsibilities and accrediting body responsibilities** |

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| **Transnational education and/or overseas operating environments** |

**Suitability for the Role**

Please provide details of experience acquired within the last three years that makes you suitable for this role.

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| **To help us consider your application, please provide a short statement reflecting on your experience of quality assurance and enhancement. Within this statement, you should indicate why you wish to become a QAA Reviewer, what contribution you can make to the review process, what you hope to gain from it and any other experience you feel to be relevant.** |

**Skills**

|  |
| --- |
| **Please list your areas of expertise, for example medicine, agriculture, hairdressing, engineering** |

**Please indicate your levels of experience:**

SCQF Level 1 taught/assessed

SCQF Level 2 taught/assessed

SCQF Level 3 taught/assessed

SCQF Level 4 taught/assessed

SCQF Level 5 taught/assessed

SCQF Level 6 taught/assessed

SCQF Level 7 taught/assessed

SCQF Level 8 taught/assessed

SCQF Level 9 taught/assessed

SCQF Level 10 taught/assessed

SCQF Level 11 taught/assessed

FHEQ Level 1 taught/assessed

FHEQ Level 2 taught/assessed

FHEQ Level 3 taught/assessed

FHEQ Level 4 taught/assessed

FHEQ Level 5 taught/assessed

FHEQ Level 6 taught/assessed

FHEQ Level 7 taught/assessed

Research supervision

External examining/external approval/review adviser

Experience of leading programme development and design

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