



Institutional Led Review Training

Tutor notes

How to use these tutor notes

The training has been designed to make it as easy as possible for a trainer to deliver with little background knowledge. We have done this by including scripts, key questions and answers, and instruction on how to run tasks.

Both the tutor notes and workbook require to be altered to include the information specific to your institution. Where this is needed, the text is marked in yellow. The term Institutional Led Review is the generic term used at a national level. Your institution may use a different name for reviews in which case the workbook will need to be altered throughout.

University contribution

There is space for the University to explain how ILR works and who is involved. Where additional information is needed to explain your institution's processes, follow the guidance on preparing tailored slides.

There is also an optional session where previous reviewers can talk through their experiences.

ILR documentation

You will need to ensure you have at least two copies of an ILR pack that was used in a review in your institution. This is a massive amount of information for the students to process so you will only use it to demonstrate the amount and diversity of information they will have to deal with. You will need to ensure you have several copies of the Self-evaluation report for use in group work and the role play.

Role play

You will need to organise three members of staff who will be willing to participate in a role play session. They can be from anywhere in the University but they will play characters based in the Department for which you have ILR documentation. You may need to write a brief summary of that department to help them get into character.

Role guidance is available but you may want to write characters that better fit the ILR documentation.

Session plan

There is a session plan for each section your information. It outlines the structure of the training and includes the aims, objectives and a breakdown of knowledge or information participants will gain during the session.

Trainer notes

The trainer notes break the training into sections and are laid out as follows:

Section title

Plan

This is a brief description of tasks to be carried out within the section. It includes how to run the task and any equipment needed.

Notes

This is a suggested script for the session that aims to ensure all of the key points or issues are covered. It is only for guidance, however, it includes prompts that ensure the main learning points for that session are covered. Within the guidance text are directions for running the session which are highlighted in gray.

PowerPoint slides

Alongside the text are the appropriate slides.

Time

This is the recommended amount of time needed for each section and session.

30	Welcome and introductions
45	What is an Institutional Led Review?
	In this first session we will provide you with a background to Institutional Led Review, including where it sits within the Quality Enhancement Framework, as well as the details of how it is run here at the University of XXX.
60	Interpreting Review documents
	You will be examining what type of documentation a review uses and how best to approach them in this session. You will then put those skills into practice.
60	Skills required to be an effective reviewer
	This session will cover how to effectively communicate: question, listen and give feedback.
45	Practice Review Panel meeting
	You will get the chance to put the skills learned in the previous session into practice during this session.
45	Practice Review meeting with School staff
	This session will allow you to put all you have learned during the day into practice.
15	Conclusions
	We will wrap up the day bringing together all the information from throughout the day and answer any questions you may have.

Welcome and Introductions				
Section	Plan	Tutor notes	Slide	Time
Introduction to the day, aims and objectives.	Presentation.	<p>The aim of the course is to equip you with the necessary skills and knowledge to enable you to perform the role of student reviewer for an Institutional Led Review (ILR) at the University of XXX.</p> <p>Read through the objectives and check that these are understood.</p> <p>You have been given workbooks which contain all of the information you'll get during the day and there is space throughout it to take your own notes if you feel you need to.</p>	 <p>The slide features the title 'Institutional Led Review Training' at the top, flanked by two starburst graphics. Below this is the 'sparqs' logo. A section titled 'Objectives' is followed by the text 'By the end of the course you will:' and a bulleted list of four objectives. The slide concludes with another 'sparqs' logo and two starburst graphics.</p>	10min
Introductions.	<p>Discussion.</p> <p>You will need:</p> <p>two sheets</p> <p>flip chart</p> <p>paper – one headed</p>	<p>Introduce yourself, including your job role and any relevant experience in quality enhancement and review processes. Ask everyone to introduce themselves, what they study, what review they will participate in and previous experience.</p> <p>Ask everyone to note down their hopes and fears about being a reviewer onto post-it notes – one hope/fear per post-it note. Ask them to add the post-it notes to the flip chart sheets.</p>		20min

	'Hopes', the other headed 'Fears'.	Have a short discussion about some of the themes within the stated hopes and fears, maybe explaining how some of these will be addressed during the day.		
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Session 1: What is an Institutional Led Review?	
Timing	45 - 60 minutes
Aim	This first session will provide you with a background to Institutional Led Review, including where it sits within the Quality Enhancement Framework, as well as the details of how it is run here at the University of XXX.
Objectives	<p>By the end of this session you will:</p> <ul style="list-style-type: none"> • Be able to explain the background of Institutional Led Review. • Be able to explain the process of undertaking a review. • Be able to explain the role of students in a review.
Resources	<ul style="list-style-type: none"> • Workbooks. • Flipchart paper and pens. • Institutional Led Review documents – this should be the entire bundle of documents given to reviewers prior to review from a previous review. • Printed copies of the institution’s presentation slides.
Note	<p>If possible try and get a senior staff member responsible for overseeing ILR along to the training. It can be useful to hear from Assistant Principals, for instance, on the value of student involvement in review processes.</p> <p>It is also useful to have previous reviewers attending for this section to talk about their experiences.</p>

Session 1: What is an Institutional Led Review?				
Section	Plan	Tutor notes	Slide	Time
Introduction to the session, aims and objectives.	Presentation.	<p>This first session will provide you with a background to an Institutional Led Review (ILR), including where it sits within the Quality Enhancement Framework as well as the details of how it is run here at the University of XXX.</p> <p>Read through the objectives and check that these are understood.</p> <p>You can find a bit more detail on some of the things we'll talk about on page 6 of your workbook onwards.</p>	 <p>The slide content includes the title 'What is an Institutional Led Review?' at the top, followed by the Sparqs logo and star icons. Below this is the heading 'Objectives' and a list of three bullet points: 'Be able to explain the background of Institutional Led Review.', 'Be able to explain the process of undertaking a Review.', and 'Be able to explain the role of students in a Review.' The Sparqs logo and star icons are repeated at the bottom of the slide.</p>	2min
Introduction to the Quality Enhancement Framework	Presentation.	<p>Before showing this slide, ask:</p> <p>Q: What is the difference between quality assurance and enhancement?</p> <p>A: Assurance is defining or meeting a quality standard while enhancement is continual improvement.</p> <p>Show "Quality Enhancement" slide.</p> <p>This is the definition of quality enhancement from "Indicators of</p>	 <p>The slide content includes the heading 'Quality Enhancement' at the top, followed by the Sparqs logo and star icons. Below this is the text 'Scotland's definition of quality enhancement: "Taking deliberate steps to bring about improvement in the effectiveness of the learning experiences of students."' and 'This is underpinned by 3 principles:' followed by a list of three bullet points: 'Quality culture.', 'High quality learning and teaching.', and 'Student engagement.' The Sparqs logo and star icons are repeated at the bottom of the slide.</p>	15min

	<p>Presentation.</p>	<p>enhancement: a contribution to the Scottish Quality Enhancement Framework” which is a national document. This definition is used within the Quality Enhancement Framework which is the quality system used in Scottish Higher Education.</p> <p>The definition is underpinned by three principles of:</p> <ul style="list-style-type: none"> • Quality culture. • High quality learning and teaching. • Student engagement. <p>Show the “Quality Enhancement Framework” slide.</p> <p>The Quality Enhancement Framework consists of five elements.</p> <ul style="list-style-type: none"> • Enhancement Led Institutional Review (ELIR). <p>This an external review that each university undergoes every 4 years. The Quality Assurance Agency for Scotland, or QAA, conducts the reviews and follow-up visits, publishing reports on a university’s progress.</p> <p>Explain where the University of XXX is in the cycle for information.</p> <ul style="list-style-type: none"> • Institutional Led Review (ILR). <p>What you’re here to learn more about today.</p> <ul style="list-style-type: none"> • Public Information. 	  	
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Universities publish what are called “Key Information Sets” – information for future students on specific information about their institution in order to support future students make an informed decision about their choice of university.

- Enhancement Themes.

The Enhancement Themes are selected by the Scottish higher education sector and they provide a means for institutions, academic staff, support staff and students to work together in enhancing the learning experience.

Each Theme facilitates both sharing and learning from current and innovative national and international practice. In addition, the Themes promote the collective development of new ideas and models for innovation in learning and teaching.

- Student Engagement.

This is more a principal than a tool as it is an integral element of the success of the other four.

Group discussion.

Q: What have your experiences of being involved in quality so far? What were you involved in?

Prompts if necessary:

- Have any of you been course reps or departmental reps?

- What was positive or negative about the experience?
- Are there differences across departments or schools?

There are “layers” of quality processes within the University – at class or course level/departmental level/school level/university level and they should all clearly connect. As part of the ILR process, reviewers will be given information on quality processes in the department under review so your experience of being part of these processes is important helping you to establish if the processes work and connect well.

The purpose of all of these processes and the reason they are reviewed is to continually enhance the student learning experience.

Presentation.

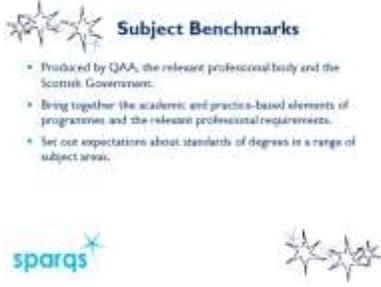
Show “UK Quality Code” slide.

The QAA has produced the UK Quality Code for Higher Education which sets out defined “Expectations” that all providers of UK higher education are required to meet.

It considers:

- Setting and maintaining threshold academic standards.
- Assuring and enhancing academic quality.
- Information about higher education provision.



	Presentation.	<p>You just need to know that it exists and that it is a point of reference for the University. There's a link to the Quality Code in the back of your workbook.</p> <p>Show "Subject Benchmarks" slide.</p> <p>Again, for information or reference only, the QAA subject benchmark statements 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.</p> <p>There's more information in the back of the workbooks.</p>	 <p>The slide titled "Subject Benchmarks" features a starburst graphic and lists three bullet points: "Produced by QAA, the relevant professional body and the Scottish Government.", "Bring together the academic and practice-based elements of programmes and the relevant professional requirements.", and "Set out expectations about standards of degrees in a range of subject areas." Logos for "sparqs" and another starburst graphic are at the bottom.</p>	
<p>How does Institution-Led Review work at University of XXX?</p>	<p>Presentation.</p> <p>You will need:</p> <p>Copies of the slides for this section.</p>	<p>In this next section, we'll be explaining the processes and procedures of an ILR at the University of XXX.</p> <p>The next 25 minutes is for the University to talk through what happens in its ILRs.</p> <p>It should include an explanation of the Review panel and the process.</p> <p>For more information, see the 'Guidance on preparing tailored slides'.</p>	<p>The University should have its own presentation for this section.</p>	<p>25 min</p>

Talk by previous reviewers (optional)	Presentation.	You can use this slot for previous reviewers to talk about their experiences and answer questions.		15min
Conclusion	Discussion.	Recap and check if anyone has any questions.		2min

Session 2: Interpreting Review Documents	
Timing	60 minutes
Aim	In this session you will be examining what type of documentation used during a review and how best to approach it. You will then put those skills into practice.
Objectives	<p>By the end of this session you will:</p> <ul style="list-style-type: none"> • Be able to list the various types of documentation you will encounter during a review. • Have considered several methods for tackling the documentation. • Have practiced analysing review documents.
Resources	<ul style="list-style-type: none"> • Workbooks. • Flipchart paper and pens. • Institutional Led Review documents, in particular the Analytical Report.

Session 2: Interpreting Review Documents

Section	Plan	Tutor notes	Slide	Time
<p>Introduction to the session, aims and objectives.</p>	<p>Presentation.</p>	<p>In this session you will see the types of documentation likely to be part of the Review and have a chance to analyse it.</p> <p>Read through the objectives and check that these are understood.</p> <p>Given the amount and complexity of the documentation you will receive in preparation for the Review, you will need to develop efficient ways to analyse and interpret this documentation.</p> <p>You will need to be able to:</p> <ul style="list-style-type: none"> • deal with the amount of it; • understand the main trends/patterns coming out of the documentation; and • pick up on what is not being dealt with in the documentation. <p>Sometimes what isn't mentioned is as important as what is and to recognise any gaps you'll need to have a good understanding of the documents.</p>	 <p>The slide content includes the title 'Interpreting Review Documents' at the top, the SparqS logo on the left, and a section titled 'Objectives' with a list of three bullet points: 'Be able to list the various types of documentation you may encounter during Review', 'Have considered several methods for tackling the documentation', and 'Have practiced analysing review documents'. The SparqS logo appears again at the bottom left of the slide.</p>	<p>2min</p>

<p>Types of documentation</p>	<p>Group brainstorm. Presentation.</p>	<p>Before showing the “Types of Document” slide ask: Do you have any thoughts about what kind of material you might receive? What would you want to see? Take a note of the answers on flip chart.</p> <p>Types of documentation you might receive include:</p> <ul style="list-style-type: none"> • Outline programme – outline of each of the sessions. • List of panel membership – useful to find out who is on the review and where they are from as there will always be external members. • Guidance Notes for the Review – outlines the institutional approach to ILR. Will usually outline the QEF approach as background and may refer to the student learning experience as an important factor within the Review. This will also outline the purpose of reviews and what areas will be reviewed and how e.g. by looking at teaching and learning, student assessment and so on. This paper may also refer to student involvement in the Review, the Review process and the outcomes of the Review. Make sure you read this paper. • Institutional information – background on the make-up of the institution. • Previous review reports – the format, context and 	 <p>The slide titled "Types of document" lists the following items:</p> <ul style="list-style-type: none"> • Outline programme. • List of panel membership. • Guidance Notes. • Institutional information. • Previous review reports. • Analytical report. • Programme specifications. • Module descriptions. • Other background information. • SSG minutes and agendas. • Class materials. <p>The slide also features the Sparqs logo and a starburst graphic.</p>	<p>10min</p>
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		<p>outcomes of the last review. Useful to see what the main recommendations were to get a feel for how reports are structured and focussed.</p> <ul style="list-style-type: none"> • Programme specifications – additional supporting documents. • Module descriptors. • Other background information. • Analytical report – this is the programme or departments opportunity for reflection. They are asked to evaluate aspects of the provision as well as highlight strengths and concerns. This document will give you a clear understanding of how things are within the programme and should be the priority of your reading. This document will be the bulk of your reading and prioritisation. Do not ignore its annexes! • SSLG minutes and agendas. • Class materials. 		
How to tackle the documentation	<p>Group brainstorm.</p> <p>Presentation.</p>	<p>With the amount of information you'll receive, it's really important that you take an organised and methodical approach to dealing with it. You need to recognise that it's unlikely you'll be able to read all of it thoroughly so a way to identify which bits are more relevant than others is necessary.</p>		10min

		<p>You have all had to read through texts for your course, be that textbooks or journals. How have you approached this?</p> <p>Get participants to share how the approach reading at university, Write them up on some flipchart as they shout them out.</p> <p>When reading it's important to look for things relating to student engagement as these are the areas that you will be most expected to comment on. In terms of student engagement it is important to look at how students have been engaged on the programme. Is their voice meaningful? Have they been involved effectively and relevantly?</p> <p>There is a range of ways to organise and manage your reading. For instance:</p> <ul style="list-style-type: none">• SQ3R – survey, question, read, recite/write, review.• KWL – what I know, what I want to know, what I've learnt.• There is also the technique of writing questions (and referencing where they came from) so you are able to close them down as you go along.• Use colour coding to identify themes through the papers. <p>You can also use the Urgent/Important matrix that's explained in the workbook on pages 14 and 15.</p>		
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<p>Task</p>	<p>Individual task.</p> <p>Group feedback.</p> <p>You will need:</p> <p>Copies of the review documents.</p>	<p>Give each participant a section of the Analytical Report to read and make notes on.</p> <p>Read through your allotted section of the Analytical Report making notes of key points as you go along. You will have to share these with the group later on so make sure you can make sense of them!</p>		<p>35min</p>
<p>Conclusion</p>	<p>Discussion.</p>	<p>Ask group for the main thing they'll take away from this session.</p>		<p>2mins</p>

Session 3: Skills required to be an effective reviewer	
Timing	60 minutes
Aim	This session will introduce you to the practical communication skills you will need to be an effective reviewer.
Objectives	<p>By the end of this session you will:</p> <ul style="list-style-type: none"> • Be able to identify the main communication skills a reviewer will use; • Be able to confidently explain the purpose and effect of good communication; and • Practised using these communication skills.
Resources	<ul style="list-style-type: none"> • Workbooks. • Flipchart paper and pens. • Two pictures. • Several blank pieces of paper.

Session 3: Skills required to be an effective reviewer

Section	Plan	Tutor notes	Slide	Time
<p>Introduction to the session, aims and objectives.</p>	<p>Presentation.</p>	<p>This session will introduce you to the practical communication skills you will need to be an effective reviewer.</p> <p>Read through the objectives and check that these are understood.</p> <p>Through the session we're going to look at:</p> <ul style="list-style-type: none"> • Effective listening. • Effective questioning. • Effective feedback. • Facilitation. <p>While we obviously all communicate all the time, doing so in a formal situation in a way that you learn from it requires you to be aware of the skills you are using.</p> <p>Your workbook covers this session from page 21 onwards.</p>		<p>2min</p>
<p>Listening</p>	<p>Group question. Presentation.</p>	<p>Before showing the “Listening” slide ask what they think are the key reasons for asking questions.</p> <p>There are two types of listening: Passive and active listening.</p> <p>Passive listening is listening without reacting. It is allowing</p>		<p>2min</p>

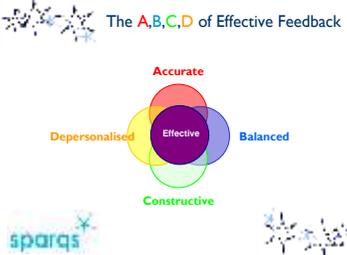
		<p>someone to speak, without interrupting and not doing anything else at the same time.</p> <p>Active listening is reacting or doing something that demonstrates you are listening and have understood. It is giving non-verbal cues to demonstrate you are paying attention for instance nodding, making eye contact and making facial expressions appropriate to what is being said. It is reflecting back the main points and summarising what has been said.</p>		
<p>Active listening skills</p> <p><i>Aim</i></p> <p>A way to emphasise the importance of active listening in gathering information and making someone feel listened to.</p> <p><i>Objectives</i></p> <p>To understand the</p>	<p>Small group exercise.</p> <p>Full group discussion.</p>	<p>Split the group into pairs, A & B. A's are listeners, B's are speakers. Take B's out of the room and explain to them that they are to talk about something they're really interested in for 3 minutes. Separately, inform the A's that whilst they are listening to their partner, every time B says something that makes them want to join in the conversation or ask a question, they put their hand up for 5 seconds then put it back down. Ask them to do this for the entire conversation - A's are not allowed to interact with B's other than to look at them.</p> <p>At the end of the 3 minutes ask the B's how they felt whilst talking to A, emotions evoked, etc. Ask A's what it felt like not to get actively involved in the conversation.</p>		15min

<p>importance of active listening to obtaining information and encouraging communication.</p>				
<p>Questioning</p>	<p>Group question. Presentation.</p>	<p>Before showing the “Questioning” slide ask what they think are the key reasons for asking questions.</p>	 <p>The slide titled "Questioning" lists the purpose of questioning: to clarify an issue, to get more information on something, and to prompt further action in another. It features the "sparqs" logo and decorative starburst graphics.</p>	<p>2min</p>
<p>Questioning skills</p> <p><i>Aim</i></p> <p>Helps the students to understand the distinction between open and closed questions and practice their questioning skills.</p> <p><i>Objectives</i></p>	<p>Presentation. Small group exercise. Full group discussion.</p> <p>You will need:</p> <ul style="list-style-type: none"> • Two pictures. • Several blank 	<p>What is the difference between open and closed questions?</p> <p>Closed questions should invariably get a yes/no or facts as answers. For example, “Are you thirsty?”</p> <p>Open questions elicit longer answers. They usually begin with what, why, how. An open question asks the respondent for their knowledge, opinion or feelings. "Tell me" and "describe" can also be used in the same way as open questions. For example, “What happened at the meeting?” “Tell me what happened next.”</p> <p>“Describe the circumstances in more detail.”</p> <p>Closed questions are good for:</p>		<p>5min</p>

<p>To understand the difference between open and closed questions.</p> <p>To learn the value of two-way communications and confirmations.</p>	<p>pieces of paper.</p>	<ul style="list-style-type: none"> • Testing your understanding, or the other person's. "So, if I get this qualification, I will get a job?" • Concluding a discussion or making a decision: "Now we know the facts, are we all agreed this is the right course of action?" • Frame setting: "Are you happy with your education?" <p>Open questions are good for:</p> <ul style="list-style-type: none"> • Developing an open conversation: "What do you do on your course?" • Finding out more detail: "What else do we need to do to make this a success?" • Finding out the other person's opinion or issues: "What do you think about those changes?" <p>Drawing I</p> <p>Split the group into pairs and give one of each pair a picture so only they can see it. One of the pair sees the picture but it is the other person who must draw it based on information they get from the person who's seen the picture. The person describing can only respond to closed questions and should not contribute any additional information. The tutor is the referee and must make sure only closed questions are asked.</p>		<p>10min</p>
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		<p>The drawer should draw what they think is in Drawing 1 as closely as they can based on the answers to the closed questions asked. Get everyone to compare their images with each other and the source drawing and follow with a discussion.</p> <p>Drawing 2</p> <p>Swap the roles of the pairs and this time the drawer can only ask open questions. The tutor is the referee and should indicate if any question is closed and hence not allowed. Get everyone to compare their images with each other and the source drawing and follow with a discussion.</p> <p>After each drawing exercise, get the delegates to discuss how they felt and thought of the activity. At each stage emphasise the importance of the concept explored.</p> <p>Drawing 1: Closed questions are perfect when you want specific details. They are quick and efficient and to the point. All you want is a yes/no answer. They are not particularly good if the person hesitates in giving information away which is quite likely when dealing with clients, customers and in particular competitors.</p> <p>Drawing 2: Open questions generate a lot of information and force the person to come up with many unanticipated answers</p>		<p>10min</p>
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		that you can use to draw new conclusions. This is a critical aspect of open questioning and it's why open questioning is more encouraged.		
Facilitation	Presentation.	<p>As a panel member you will also be required to facilitate some sessions. Being a facilitator requires you to oversee the whole session, ensuring that it keeps to time, all the relevant issues are covered, all the panel members gets to ask the questions they want and all the participants feel they've been heard.</p> <p>Show "Facilitation" slide.</p> <ul style="list-style-type: none"> • Stay neutral and don't show any bias to the statements that are said by the students. • Focus on the topic being discussed and try not to get side-tracked by individual's issues. • Stimulate and encourage discussion: some students might not feel comfortable to speak in front of a group, so do your best for the environment to be conducive to students feeling comfortable talking. • Regulate the discussion: to try to avoid letting the same people speak all the time, you need to get as broad an input as possible. • Keep to time: get as much as you can in the time allocated! 	 <p>The slide titled "Facilitation" includes the following bullet points: Stay neutral, Focus on the topic at hand, Stimulate and encourage discussion, Regulate how people spend talking, Keep to time, and Be assertive! The slide also features the "sparqs" logo and a decorative starburst graphic.</p>	5min

		<p>Most importantly, remember that you are responsible for this session and be assertive to ensure it is managed effectively.</p>		
<p>Feedback</p>	<p>Presentation.</p>	<p>At the end of the Review there will be a feedback session where you give your provisional findings to the School/Department. It's likely that the Convener of the Review will be the lead on this, but you might be required to contribute in relation to student engagement issues. It's useful to understand how to give effective feedback.</p> <p>Show the A,B,C,D slide.</p> <p>Talk through the diagram and explain that for feedback to be effective, it needs to follow these simple rules.</p> <p>Accurate – when commenting on the learning experience, be specific, and provide evidence for what you're saying. Avoid sweeping generalisations or emotional language.</p> <p>Balanced – don't just pass on negative comments to staff, even if that's mostly what you're hearing from students. Say positive things too.</p> <p>Constructive – you're not just there to identify the problems, you're also there to help find a solution too. If you raise an issue, make a suggestion at the same time, so staff know you really want</p>		<p>5min</p>

		<p>to help.</p> <p>Depersonalised – even if students think that a member of staff has done something wrong, it’s always hard to make or receive personal comments. Try not to comment on the teaching or the lecturer, but talk simply about the impact on your learning experience.</p> <p>So, if any one of these elements is missing or weak, then the message will not be communicated effectively and the feedback may be resisted.</p>		
Conclusion	Discussion.	<p>There are some top tips for effective communication on page 29 of your workbook if you need to know more.</p> <p>Recap some of the main points. Ask group for the main thing they’ll take away from this session.</p>		2min

Session 4: Practice Review Panel Meeting	
Timing	60 minutes
Aim	This session gives you the opportunity to role play as reviewers and will allow you to put all you have learned during the day into practice.
Objectives	<p>By the end of this session you will:</p> <ul style="list-style-type: none"> • Have analysed review paper work; • Have identified the elements you need to focus on, particularly relating to the student learning experience; • Have collectively considered what questions you need to ask during the Review.
Resources	<ul style="list-style-type: none"> • Workbooks. • Flipchart paper and pens. • University review documents.

Session 4: Practice Review Panel Meeting

Section	Plan	Tutor notes	Slide	Time
<p>Introduction to the session, aims and objectives.</p>	<p>Presentation.</p>	<p>In this session you will be working as a group to identify what kind of questions you want to ask during the interview session with school staff. You will need to discuss what you thought were the key issues in the documentation to do this.</p> <p>Read through the objectives and check that these are understood.</p> <p>There's space for you to write your questions on page 30 of your workbook.</p>	 <p>The slide features the title 'Practice Review Panel Meeting' at the top. Below it is the 'sparqs' logo. The main heading is 'Objectives', followed by the text 'By the end of this session you will:'. A bulleted list contains three items: 'Have analysed review paper work', 'Have identified the elements you need to focus on, particularly relating to the student learning experience', and 'Have collectively considered what questions you need to ask during the review'. The slide is decorated with starburst graphics and the 'sparqs' logo in the corners.</p>	<p>2min</p>
<p>Task</p>	<p>Presentation. Small group task. Full group discussion.</p>	<p>Break the group into smaller groups of up to 5 people.</p> <p>You are about to go into a mock meeting of the Review panel where you will need to share what you have found whilst reviewing the Analytical Report. You will also need to prep for a meeting with School staff. As a group, you need to figure out what areas you want to focus on and how they relate to the student experience.</p> <p>You need to come up with a list of possible questions you would like</p>		<p>45min</p>

	<p>You will need: University review documents.</p>	<p>an answer to. What areas would you like to ask questions on, what are the questions that you are going to ask, and in what way are you going to ask them? Keep in mind the crucial question how does this impact on the student experience?</p> <p>At the end of the task, pull together the questions from each group. Facilitate a bit of discussion around why they identified their questions. Allocate at least one question per person.</p> <p>Someone will need to volunteer to be the Review Convener. The convener's role in the exercise is to:</p> <ul style="list-style-type: none"> • Welcome the School staff; • Introduce themselves as Convener and ask for introductions from everyone else; • Keep the Review meeting to time; • Ensure everyone gets to ask a question; • Finish and thank everyone for attending. 		
Conclusion	Discussion.			2min

Session 5: Practice Meeting With School Staff	
Timing	45 minutes
Aim	This session gives you the opportunity to role play as reviewers and will allow you to put all you have learned during the day into practice.
Objectives	<p>By the end of this session you will have:</p> <ul style="list-style-type: none"> • Utilised your questioning, listening and facilitations skills; • Practised being a reviewer.
Resources	<ul style="list-style-type: none"> • Workbooks. • Flipchart paper and pens. • Review papers. • Role guidance for staff.

Session 5: Practice Meeting With School Staff

Section	Plan	Tutor notes	Slide	Time
<p>Introduction to the session, aims and objectives.</p>	<p>Presentation.</p> <p>You will need:</p> <p>Role guidance for staff.</p>	<p>In this session you will have to lead and manage a mock meeting with School staff.</p> <p>Read through the objectives and check that these are understood.</p> <p>You can take notes on page 31 of your workbook.</p>		<p>2min</p>
<p>Task</p>	<p>Presentation.</p> <p>Role play.</p> <p>Full group discussion.</p> <ul style="list-style-type: none"> Guidance 	<p>Ensure the staff have seen their role guidance before the role play.</p> <p>Sit back and watch!</p> <p>As the tutor you are looking for participants' ability to ask well defined questions that open up the area of interest so that more questions can be asked.</p>		<p>40min</p>

	<p>on staff roles.</p>	<p>You're looking for the way that they ask the questions, is it polite, is it clear, is it relevant?</p> <p>You're also looking for how the participants handle the answers to the questions and are they able to follow up on any particular points.</p> <p>If there's time at the end ask:</p> <ul style="list-style-type: none"> • What did you think of that? • Did you get the answers you were looking for? • Could you see any other issues being played out? • What other things do you now need to find out? <p>Encourage a discussion at the end of the role play so the students can find out from the staff how it is for them to be reviewed.</p>		
<p>Conclusion</p>	<p>Discussion.</p>	<p>Check for final questions and ask group for the main thing they'll take away from this session.</p>		<p>2min</p>

Conclusion				
Section	Plan	Tutor notes	Slide	Time
	Presentation.	<p>Revisit the 'Hopes' and 'Fears' from earlier and see which fears have been eliminated. If there fears left try to deal with them but if you can't note them to pass to the University to make it aware of possible further information needed.</p> <p>Summarise a few key points from the day i.e. the importance of having thoroughly read the relevant review materials in order to know the right questions to ask.</p> <p>Wrap up by facilitating a brief discussion around:</p> <ul style="list-style-type: none"> • How they now feel about being reviewers; • What were the key things they got from the training? • Do they need any other information? <p>Check that the day's objectives were met.</p> <p>Get them to fill in an evaluation form.</p>	 <p>Objectives</p> <p>By the end of the course you will:</p> <ul style="list-style-type: none"> • Be able to explain the purpose of an Institutional Led Review. • Be able to define your role within the Review Panel. • Have developed the necessary skills to complete a review. • Put all you have learned into practice. <p>sparqs</p>	15min

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