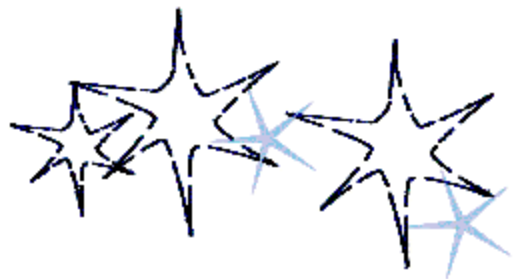




Institutional Led Review Training





Course Objectives

By the end of the course you will:

- Be able to explain the purpose of an Institution-Led Review.
- Be able to define your role within the Review.
- Have developed the necessary skills to complete a Review.
- Put all you have learned into practice.





What is an Institution-Led Review?





Objectives

By the end of this session you will:

- Be able to explain the background of Institution-Led Review.
- Be able to explain the process of undertaking a Review.
- Be able to explain the role of students in a Review.





Quality Enhancement

Scotland's definition of quality enhancement:

‘Taking deliberate steps to bring about improvement in the effectiveness of the learning experiences of students’.

This is underpinned by 3 principles:

- Quality culture.
- High quality learning and teaching.
- Student engagement.





Quality Enhancement Framework

- Enhancement-Led Institutional Review (ELIR).
- Institution-Led Review (ILR).
- Public Information.
- Enhancement Themes.
- Student Engagement.





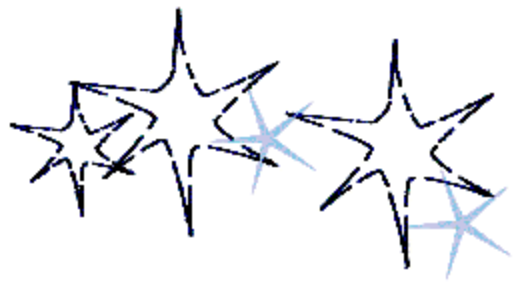
UK Quality Code

- Produced by the Quality Assurance Agency.
- 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.





Subject Benchmarks

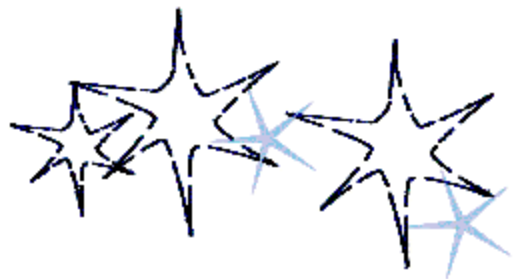
- Produced by QAA, the relevant professional body and the Scottish Government.
- Bring together the academic and practice-based elements of programmes and the relevant professional requirements.
- Set out expectations about standards of degrees in a range of subject areas.





Insert institution's ILR slides





Interpreting Review Documents





Objectives

By the end of this session you will:

- Be able to list the various types of documentation you may encounter during the Review.
- Have considered several methods for tackling the documentation.
- Have practiced analysing review documents.





Types of document

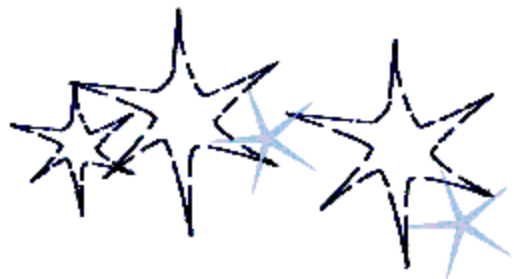
- Outline programme.
- List of panel membership.
- Guidance Notes.
- Institutional information.
- Previous review reports.
- Analytical report.
- Programme specifications.
- Module descriptors.
- Other background information.
- SSLG minutes and agendas.
- Class materials.





Communication skills





Objectives

By the end of this session you will:

- 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.





Listening

Purpose

- To hear what someone is saying;
- To understand an issue;
- For enjoyment;
- To learn;
- To enable you to understand what someone is saying in order to clarify and respond.





Questioning

Purpose

- To clarify an issue;
- To get more information on something;
- To prompt further action in another.





Facilitation

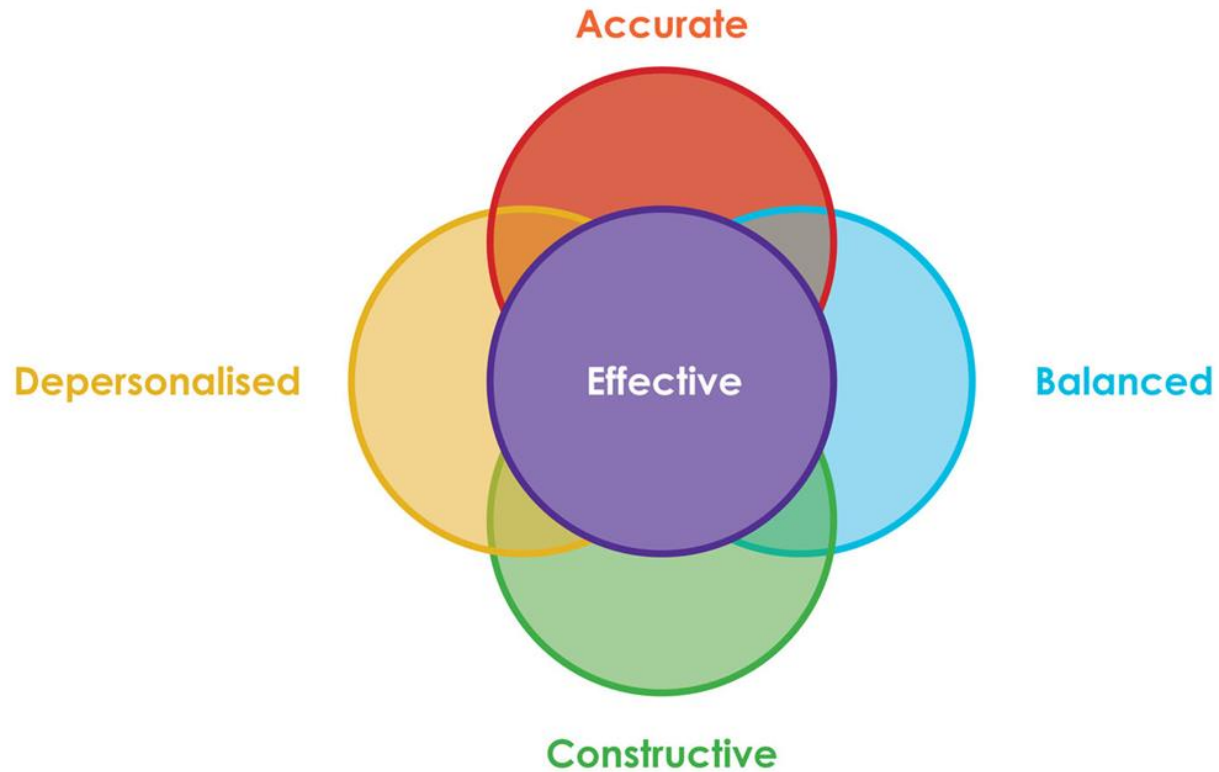
- Stay neutral;
 - Focus on the topic in hand;
 - Stimulate and encourage discussion
 - Regulate the time people spend talking
 - Keep to time.
-
- **Be assertive!**

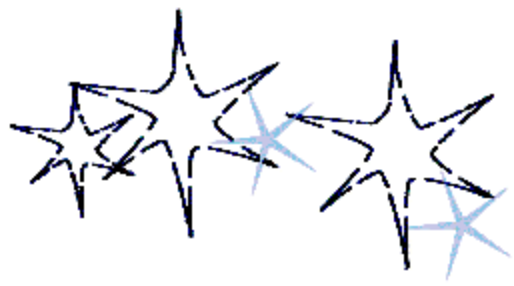




Feedback

The A,B,C,D of effective feedback





Practice Review Panel Meeting





Objectives

By the end of this session you will:

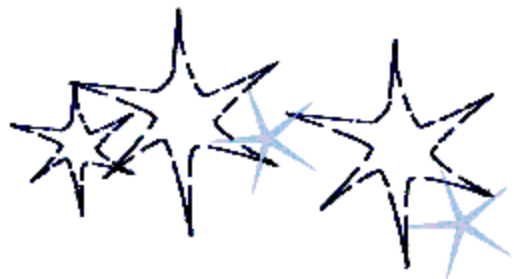
- Have analysed review paper work;
- Have identified the elements you need to focus on, particularly relating to the student learning experience;
- Have collectively considered what questions you need to ask during the review.





Practice Meeting With School Staff





Objectives

By the end of this session you will have:

- Utilised your questioning, listening and facilitations skills;
- Practised being a reviewer.





Course Objectives

By the end of the course you will:

- Be able to explain the purpose of an Institution-Led Review.
- Be able to define your role within the Review.
- Have developed the necessary skills to complete a Review.
- Put all you have learned into practice.

