[School name]

[Date]

[Attendees]

*This guide is intended to support the ILR preparatory meeting (held at least 12 months in advance of the ILR event), by prompting areas for discussion and capturing key discussion points. The meeting will be arranged by the Quality & Standards Manager in liaison with the SAL Quality and School Support Service ILR coordinator.*

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| **ILR methodology** | * Purpose of ILR (evidence-based, enhancement-led).
* Roles and responsibilities.
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| **Scope of the review** | * Confirm scope of upcoming review (note all programmes, including mode/location/level and provide detail if not included in previous review).
* Review to include all taught provision (including CPD).
* Confirm if there will be new modules to be approved during preparation phase and agree timeframe for this.
* Confirm if any provision is being taught out/withdrawn and how this will be approached within this ILR
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| **School Scrutiny** | * Primary purpose of scrutiny – to ensure programme and module reports and module records are completed and accurate within the Curriculum Management Environment, meeting University expectations and including ENhance summaries..
* Discuss whether scrutiny will also provide opportunity to offer peer feedback on the self-evaluation report, prior to it being signed off by the Associate Dean, Learning & Teaching.
* To discuss how to best utilise the 12 months prior to the review to ensure sufficient opportunity to review and update curriculum information.
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| **PSRBs** | * Note any professional, statutory or regulatory bodies and the impact of these on the review, e.g. opportunity/requirement to hold joint event.
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| **Date and duration of review** | * 1-2 days, dependent on provision to be considered. To identify a provision set of dates to hold in the diary, including for students; members of School SLT.
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| **Student engagement** | * Provide and discuss guidance leaflet ‘Involving students in ILR’ and discuss approaches (including if TNE or DL students) and timeframes.
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| **Professional Services engagement** | * Discuss how the contribution made by professional services to the quality of the student experience will be evidenced; how might key professional services contribute to the preparation to the ILR?
* Discuss whether professional services like Planning or Student Futures be invited to any touch point meetings
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| **Other Stakeholder engagement** | * , Alumni, representatives from industry/Professional, External examiners; Statutory & Regulatory Bodies (as relevant).
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| **Appointment of external academic peers** | * Discuss required areas of expertise; appointment process (conflicts of interest), agree number of peers appropriate for provision under consideration.
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| **Appointment of review panel members** | * Discuss areas of expertise on the panel to enable progress to be made in appointing panel in accordance with the provisional dates.
* Panel appointed by SAL Quality in consultation with Head of Quality & Enhancement.
* Panel members to be briefed by Quality & Standards Manager (note online course).
* Note the opportunities for panel membership on other panels before the event to gain understanding and experience of the process.
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| **Self-evaluation report & supporting documentation** | * Single SER (team approach to drafting - consider how the programme teams will approach the coordination and production).
* Provision reports ; record of actions from School Scrutiny (School Quality & Curriculum Management Committee); meeting minute from original approval/last review; ILR guide.
* Evidence base to be made available on Sharepoint, including data (consider use of Cognos).
* Ensure that programme teams are confident in how to utilise the evidence-base to inform the production of the SER.
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| **Timeframes & liaison** | * Touchpoint meetings (agree purpose, when these will occur, who should attend, including touchpoint(s) specifically relating to ENhance engagement and the incorporation of ENACT workshops/sessions offered by DLTE).
* Production of drafts (agree who is responsible).
* School scrutiny meeting (60 days in advance of review).
* SER submission (SER signed off by Associate Dean, Learning & Teaching, shared with review panel 20 days in advance of review).
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| **Review event** | * Members of Programme teams and likely time commitment.
* Presentation.
* Student/alumni involvement.
* Observer.
* Review outcome known at end.
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| **Report and outcomes** | * Report produced by DLTE within 10 days of event.
* Draft report signed off by Convenor and circulated to review panel and programme teams for feedback on factual accuracy.
* Final report considered by School ESEC and University Quality & Standards Committee.
* Follow up event c.12 months after review with notes reported to University Quality & Standards Committee.
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| **Sources of support** | * Quality Framework Section 2b
* [Moodle course](https://moodlecommunity.napier.ac.uk/course/view.php?id=265#section-1).
* SAL Quality
* School Support Service
* DLTE Quality & Standards Manager
* DLTE Academic Practice Liasion
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