**Collaborative Provision: Partner Approval**

**Institutional Site Visit Report**

1. **The collaboration**

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| School |  |
| Proposal Name / Partner Institution(s) |  |
| Name and Role of the principal contact  Please list the person responsible for the development of the collaboration proposal |  |

1. **Site visit arrangements**

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| Institution Visited  Identify the institution(s) and the campus/department including the address |  |
| Date(s) of the Visit |  |
| Principal contact at the partner  (name and role) |  |
| York St John University reviewer (name and role) |  |

1. **Site visit report**

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| Please provide a narrative report indicating whether, on the basis of the site visit, you support the proposed collaboration and any issues to be addressed. |
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| --- | --- |
| Signature |  |
| Name |  |
| **Role** |  |
| **Date** |  |

| **Premises** | | **Yes** | **No** | **N/A** | **Comments** |
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| 1. Do the premises provide suitable accommodation for teaching at the level of higher education? Is there an appropriate provision of rooms for lectures, seminars tutorials and private study? How well are teaching rooms equipped with audio-visual or other appropriate technical equipment? If specialised facilities such as science or computer laboratories are required, are they of an appropriate standard? Do teaching staff have adequate access to offices for preparation, student interviews? | |  |  |  |  |
| 1. Do the premises provide adequate resources for study and research? If not, are such resources available to students externally? | |  |  |  |  |
| 1. Is adequate space provided for the administration, both to enable the operation to be managed efficiently and to allow reasonable access for students and academic staff? | |  |  |  |  |
| 1. Is there appropriate provision of non-academic facilities (e.g. common rooms/social areas, cafeteria, and toilets)? | |  |  |  |  |
| 1. Is living accommodation provided for students? What is the standard of accommodation? | |  |  |  |  |
| 1. In more general terms (and allowing for local conditions) do the premises provide an environment for teaching and learning commensurate with those available to students in higher education in the UK? | |  |  |  |  |
| **Additional comments** |  | | | |  |
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| Administration and Staffing | | Yes | No | N/A | Comments |
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| 1. Senior Management: Is there a clear and effective management structure? Where the institution's academic management is responsible to a Board of Directors or Trustees, what constraints does this place upon the authority of the management in the area of educational provision? | |  |  |  |  |
| 1. Effectiveness of Management: Does the management show effective leadership across the full range of the institution’s activities? Is there effective communication between management and staff, both as a group and individually? | |  |  |  |  |
| 1. Academic Staff: Are staff appropriately qualified and experienced? Are staff qualifications and experience authenticated? Does the balance of full-time and part-time staff present difficulties of co-ordination, or significantly weaken the delivery of the curriculum? Does the turnover of staff threaten the maintenance of standards? | |  |  |  |  |
| 1. Academic Administration: Are course structures and requirements for progression clearly explained to students? How well are timetabling and room allocation managed? Is there adequate co-ordination of student programmes to avoid timetable clashes, unreasonably long sequences of classes, coincidence of coursework deadlines etc.? | |  |  |  |  |
| 1. Administrative Staff and Technical Staff: Are staffing level adequate, and are staff appropriately qualified and experienced? Are administrative records efficiently organised and stored? If staff are required to manage documentation in English, does this present problems? | |  |  |  |  |
| 1. Enrolment and Recruitment: Are there efficient procedures for responding to enquiries and applications for enrolment? | |  |  |  |  |
| 1. Publicity: Does the publicity material give a fair and accurate description of the institution, the qualifications offered and the relationship with the awarding institution. | |  |  |  |  |
| **Additional comments** | How are exceptions to standard entry criteria managed? | | | |  |
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| **Student Support and Assessment Procedures** | | **Yes** | **No** | **N/A** | **Comments** |
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| 1. Are there explicit entry requirements (in terms of both mainstream and academic qualifications and, where relevant, English language proficiency)? Are the requirements observed, and what is the process for considering any variation? | |  |  |  |  |
| 1. Are there explicit statements in relation to required levels of attendance, criteria used for grading assessed work, proportion of marks given for coursework and examinations, requirements for progression and availability of/ restriction on retake examinations? | |  |  |  |  |
| 1. Is student progress measured and recorded regularly and on the basis of adequate and explicit criteria? Is there a co-ordinated monitoring of a student’s performance across the curriculum? What procedures are in place where a student is failing to make satisfactory progress? How does the institution’s management monitor that these procedures are efficiently undertaken? | |  |  |  |  |
| 1. Can the institution provide an adequate statistical analysis of student outcomes, in terms of both the current year and historical performance? Does the institution analyses student outcomes in terms of added value or any other means of measuring them against norms or expectations? Does the institution evaluate the effectiveness of the delivery of a course or module in the light of such and analysis? Where there are areas of apparent concern, what action does the institution plan to take? | |  |  |  |  |
| 1. Is there evidence that the institution has responded to comments made by moderators or external examiners? | |  |  |  |  |
| 1. Course Structure: Where ancillary or non-credit programmes (e.g. study skills or English for Academic purposes) are provided, how adequately are they co-ordinated with the mainstream academic programmes? | |  |  |  |  |
| 1. Course Co-ordination: Do course teams meet regularly to discuss course-related matters? Are there structures to enable staff views to be communicated both to the management of the institution and to the relevant academic board of the awarding institution? | |  |  |  |  |
| 1. Has the institution established quality standards in areas such as the speed of the return of marked student assignments or issue of examination results/ degree grades? | |  |  |  |  |
| 1. Staff Induction and appraisal: Are there procedures for the induction and support of newly appointed staff? Are there procedures for the regular and formal appraisal of staff? What action is taken in the case of apparent inadequate performance? | |  |  |  |  |
| 1. Staff Development: What opportunities are provided or encouraged for staff development? Do staff make use of such opportunities? Are there procedures for sharing or developing good practice in the delivery of courses? Does the institution have a policy on research by academic staff? Do staff keep abreast of developments in their subject areas? | |  |  |  |  |
| 1. Student Feedback: What procedures are followed to assess students’ opinions of both the institution and individual course elements? If student questionnaires are issued, how are the results analysed and what action is taken to address matters of concern? Is there a student representative body, and, if so, how regularly does it meet with the management? Is there a clear procedure for dealing with student complaints? | |  |  |  |  |
| 1. Performance Management: does the institution undertake a systematic review of its overall performance? If so, does it represent an effective means of assessment? | |  |  |  |  |
| **Additional comments** | What are the policies / what is the approach in relation to academic integrity? | | | |  |
|  | How is assessment set and moderated – internally and externally? How does the college ensure that assessment task align with learning outcomes? | | | |  |
|  | How is academic security of assessment managed? | | | |  |
|  | How are policies communicated (eg handbook)? | | | |  |
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| **Student Welfare** | | **Yes** | **No** | **N/A** | **Comments** |
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| 1. Counselling and Support: Do students have access to suitably qualified staff for counselling and support? Do students know to whom they should turn for advice and support? | |  |  |  |  |
| 1. Foreign Students: Is there any specific provision of support for students coming to the institution from a foreign country? | |  |  |  |  |
| 1. Careers Advice: Are there adequate resources to support students selecting and applying for future employment of further study? | |  |  |  |  |
| 1. Extra-Mural Activities: Does the institution provide support or encouragement for extra-mural activities? | |  |  |  |  |
| **Additional comments** | What are the processes for identifying ‘at risk’ students? | | | |  |
|  | What social and recreational opportunities are offered to students? | | | |  |
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| **Teaching and Learning: Delivery and Resources** | | **Yes** | **No** | **N/A** | **Comments** |
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| 1. Are the modes of delivery and the balance between large and small group teaching appropriate to a programme of higher education, given the specific needs of students? | |  |  |  |  |
| 1. Are the study materials issued to students appropriate to the level of the course? On the basis of sample observation, how well are classes actually delivered? Is the level of student/staff interaction appropriate for UK higher education? Does delivery or assessment in English present any difficulties either for staff or students? | |  |  |  |  |
| 1. Is written work set and marked according to any schedule? Are the standards achieved appropriate to the level of the course? Are students given adequate feedback on their work? | |  |  |  |  |
| 1. Is there guidance on the development of independent study skills? Do students have access to a suitable range of study materials? Are resources for study well organised and catalogued to enable easy access? Are staff available for individual consultation outside teaching hours? | |  |  |  |  |
| **Additional comments** |  | | | |  |
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| **Quality Assurance** | | **Comments** | |
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| 1. How is quality assurance managed? What is the staffing structure? What is the oversight? How are academic committees structured, and who sits on each committee? | |  | |
| 1. How are governance and management systems monitored for their effectiveness? | |  | |
| 1. How are academic quality assurance management systems reviewed? | |  | |
| 1. How are changes to regulation managed and communicated? How are policies created and reviewed? | |  | |
| 1. How are operational plans set and monitored? | |  | |
| 1. How is teaching quality evaluated? | |  | |
| **Additional comments** |  | |  |
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