**Partnership New Site Visit Report**

This report should be completed when a new site is proposed for a current partner for a programme already approved to be delivered by them at another site. This report should be completed by the approved reviewer(s) following their visit to the proposed new site, and submitted to the Curriculum Strategy Committee (CSC) and to the Learning, Teaching and Quality Committee (LTQC), for information.

If a new site **and** a new programme are proposed then a Partnership Approval Report (Form C) should be completed.

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| **Partner** |  |
| **Address** |  |
| **Date of visit** |  |
| **Programme(s):** |  |
| **School/Department:** |  |
| **Name and job title of report writer:** |  |
| **Date report completed:** |  |

The indicative questions and prompts below are to assist the reviewer(s) during their visit in ensuring that the required checks on the new site are carried out. Some of the areas may not be appropriate and there is likely to be varied approaches taken to the visit which will be proportionate to the level of risk associated with the new site.

1. **Details of the proposed centre**

* Details of the centre – size, location, accessibility, health and safety issues, suitability, opening times
* The number and profile of teaching and other staff
* The number and profile of students
* The organisational/management structure
* The number and quality of the teaching rooms
* Library and other learning resources
* Provision of non-teaching services (refreshments, lavatories, etc.)
* Functions of the centre and its role within the partner organisation i.e. management, teaching, administrative, student support services
* Communication with the University and other partner centre(s)

1. **Suitability of academic staffing to deliver the programme(s)**

* Qualifications, experience etc.
* Understanding of the curriculum content, teaching, learning and assessment of the programmes to be taught
* Understanding of University regulations, quality assurance processes? Under what form of contract are staff employed? What are the arrangements for induction, appraisal, promotion and staff development?
* What arrangements are made for the training of staff new to teaching?
* Are the majority of teaching staff in possession of a professional teaching qualification or other evidence of their teaching competence?
* How does research underpin teaching (if this is appropriate)?
* What are the grievance, harassment and disciplinary procedures for staff?

Is there appropriate technical and administrative support available for tutors?

1. **Suitability of learning resources to support the programme(s)**

* IT and word-processing facilities available to students
* Audio-visual facilities available to students
* Critical commentary on the adequacy of the teaching rooms, learning resources and facilities
* Availability of private study facilities
* Residential accommodation for students (if applicable)

Mechanisms for managing and replacement of resources

1. **Suitability of student support services and processes**

* What arrangements are in place for academic support and personal tutoring?
* What are the equal opportunity and diversity policies; are these appropriate to the student demography?
* Student views and student representation
* What are the services in place for students in relation to welfare, counselling, career education, information and guidance
* What support is provided for students with disabilities; have reasonable adjustments been made?
* Procedures for student complaints or grievance, academic appeals and discipline

1. **Suitability of administrative services and systems**

* Student records
* Data processing

**7. Report**

(Based on the indicative list above, following the visit to the new site, a detailed report should be written below by the reviewer)

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| **Reviewer**  *I recommend this site for approval with the following recommendations:* | |
| Recommendations | |
| Signature: |  |
| Name: |  |
| Date: |  |

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| **Curriculum Strategy Committee** | |
| Date : |  |

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| --- | --- |
| **Learning, Teaching and Quality Committee** | |
| Date : |  |