

## Collaborative Provision Site Visits

Collaborative provision courses and programmes require careful design and management. Site visits form an important part of this process and can be undertaken by academic and professional support staff as appropriate.

As referenced in [Chapter 6 of the LSHTM Academic Manual](#), it is usually necessary to undertake site visits of partner institutions to confirm they are an appropriate match for LSHTM and will be able to deliver the proposed course or programme. Once a course or programme is running, further site visits may be required depending on the category of collaborative provision the course or programme falls under.

This document provides a checklist for members of staff undertaking academic-related site visits (Section 3) and also suggests a structure for visits (although this may vary depending on the scale and frequency of visits) in Sections 1 and 2.

**NB: This document relates to site visits relating to academic provision. As part of its due diligence processes LSHTM will usually require site visits to take place before academic provision is considered through LSHTM's approval processes, i.e. as part of the process of setting up a strategic partnership. Additionally, it might be necessary to undertake further site visits relating to non-academic matters for the duration of a partnership. Separate guidance is being developed by LSHTM for site visits that do not relate directly to academic provision.**

## Site Visit Structure

An initial site visit takes place at the early stages of course design and well in advance of a proposal being submitted to an LSHTM validation panel for formal approval of the course or programme on behalf of Senate. The initial site visit is usually undertaken by the Academic Lead (with accompanying professional support staff if required).

A periodic site visit takes at place at set times outlined by [Chapter 6 of the LSHTM Academic Manual](#) and is essentially a mechanism to ensure the smooth running of an existing course or programme.

The following outline will need to be adapted to suit individual circumstances:

### 1. Structure of an initial site visit

An initial site visit will usually incorporate:

- a tour of the learning and teaching facilities;
- a tour of additional student support facilities;
- collection of information to enable LSHTM's IT services to undertake IT tests to establish connectivity with LSHTM systems;
- a meeting with the key or senior liaison staff for the course or programme;
- a meeting with a wider representation from teaching staff of the partner institution;
- a meeting with key and senior administrative or support staff (e.g. VC, Pro-VC, Secretary, Registrar, recruiter, librarian, student counsellor etc).

### 2. Structure of a periodic site visit

A periodic site visit will usually incorporate:

- a tour of the learning and teaching facilities;
- a tour of additional student support facilities;
- collection of information to enable LSHTM's IT Services to undertake IT tests to establish continued connectivity with LSHTM systems;
- a meeting with the key or senior liaison staff for the course(s);
- a meeting with a wider representation from teaching staff of the partner institution;
- a meeting with key administrative staff or support staff (e.g. recruiter, librarian, student counsellor);
- a meeting with current student representatives;

- documentation review.

### 3. Checklist

The following checklist is provided to offer a basic framework for the types of discussions that should take place on both initial and periodic site visits. Not all will apply to all visits and are consequently provided as guidance rather than as an exhaustive list for consideration. Those completing the checklist are encouraged to add course or programme specific items for discussion to the checklist. Section 4 provides further ideas for the context of the points listed in the checklist.

<b>Function</b>	<b>Checked</b>	<b>Notes</b>
Safe and secure working and studying environment (including for the avoidance of doubt heat, cooling, water, electricity and other similar services)		
Provision of appropriate classroom and faculty teaching facilities (including AV equipment, PC labs, specialist facilities if appropriate, desks and chairs for staff and students in both public and private facilities)		
Security of any buildings		
IT infrastructure (including adequate quantities of hardware and software licences, network servers, connection speeds to LSHTM facilities)		
Local library facilities and access to other educational resources, particularly LSHTM-based resources (including appropriate use of journal and e-book licences)		
Teaching and learning provision and standards		
Provision of University Laws and other guidance to key staff		
Promulgation of University Laws and other guidance to teaching and other staff as appropriate		

Function	Checked	Notes
Appropriate lines of communication to, and support from, LSHTM's academic lead		
Adherence to policies and processes for: <ul style="list-style-type: none"> <li>(a) selection of students;</li> <li>(b) induction and registration of students;</li> <li>(c) course delivery (as described in formal documentation);</li> <li>(d) monitoring student progress;</li> <li>(e) assessment of students;</li> <li>(f) composition of examination boards and agreement of award outcomes.</li> </ul>		
Student services		
Effectiveness of mechanisms to assess and provide for individual student learning needs and adjustments		
Comprehensiveness of student information (e.g. website, handbook)		
Provision of social and leisure facilities for students		
Provision of counselling and pastoral support		
Provision of careers guidance		

<b>Function</b>	<b>Checked</b>	<b>Notes</b>
Provision of marks and results (including informal and official confirmation)		
Other services		
Effective marketing of the provision and management of student enquiries		
Provision of student data and other information to LSHTM		
Management of local degree conferment arrangements		
Collection and transmission of student tuition and other fees		

## 4. Contextual Points to Consider in Relation to the Checklist

### 4.1 Safe and secure working and studying environment (including for the avoidance of doubt heat, cooling, water, electricity and other similar services)

#### Points to consider on a tour of facilities

- Are the capacities of rooms appropriate for the projected numbers of students;
- Is there appropriate private space for staff?
- Are the rooms comfortable, well-lit and well-ventilated?
- Is access to all rooms appropriate (please note that, irrespective of location, UK rules around access for disabled staff and students apply. If in doubt, ask how the partner would cater for a range of disabled students).
- Are the toilets clean, accessible and available for staff and students?

#### Points to raise with the partner

- Have the facilities been used for learning and teaching before?
- How old is the AV and PC equipment?
- How old is research equipment required for the delivery of the partnership's provision?
- What is the general repair/replacement policy for equipment?

### 4.2 Security of any buildings

#### Points to consider on a tour of facilities

- What are the security features?
- Is access controlled in any way or would you be able to wander in off the street?
- Ask yourself, would you feel safe working here?

#### Points to raise with the partner

- Is the security of the building appropriate in context of the physical and political environment?
- Have there been any security issues?

### 4.3 IT Infrastructure (including adequate quantities of hardware and software licences, network servers, connection speeds to LSHTM facilities)

#### Points to consider on a tour of facilities

How many public computers are available to students?

What is the PC/student ratio?

#### Points to raise with the partner

Do they feel there are adequate numbers of PCs for students and staff? Why?

Is there Wi-Fi?

Is IT support provided on-site? If not, what are the arrangements?

Is there any history of viral or malware infections?

#### 4.4 Local library facilities and access to other educational resources, particularly LSHTM-based resources (including appropriate use of journal and e-book licences)

##### Points to consider on a tour of facilities

How large is the Library? Can you estimate numbers of books or journals?

Are they appropriate for the academic discipline?

Are there sufficient copies of any key texts?

##### Points to raise with the partner

- What access do students have to physical learning resources, both in terms of amount of access and opening hours?
- How aware are library staff of what the LSHTM Library & Archives Service provides remotely?
- Is the partner aware of any licencing restrictions?
- What expectations are there for the partner's students and staff to have access to the LSHTM Library & Archives Service resources and LSHTM VLEs such as Moodle?

#### 4.5 Teaching/research and learning provision and standards

##### Points to raise with the partner

- Have they been provided with any relevant LSHTM regulations and policies?
- How will/have relevant regulations and guidance be promulgated to appropriate staff in the partner institution?

##### Points to raise with the partner's teaching/research staff

- Do they have an understanding of the proposed/existing course or programme structure?
- Do they understand LSHTM's definition of plagiarism and assessment irregularities?
- Do they know who at LSHTM to contact for advice and support, if appropriate (this will depend on the type of partnership)?

#### 4.6 Student services

##### Information for Students

If they exist at this point, you should review any websites and student handbooks for accuracy and comparability to information provided to other students of LSHTM.

You may need significant input from the partner for this and will be asking questions to obtain an understanding of the following points:

- Is the comprehensiveness of student information (e.g. website, prospectus, handbook) satisfactory?
- What input have teaching/research staff in the partner institution had into student information?
- How aware are teaching/research staff in the partner institution of the information?

#### Provision of social and leisure facilities for students

Some questions you will wish to explore with the partner are:

- How long have the facilities been there?
- Are they well-used?
- Are they open to the public?
- What is the general level of satisfaction with the facilities from its users?
- Is access to the facilities appropriate?
- Are facilities clean and do they appear safe to use?

#### Provision of counselling and pastoral support

Some questions you will wish to explore with the partner are:

- What arrangements are there if individual students start to struggle?
- Who would students talk to in the first instance?
- To whom would individual cases be escalated?
- At what point would partner staff contact LSHTM for advice or guidance?
- Would partner staff know who to talk to at LSHTM?
- What arrangements or experience do staff have in dealing with mental illness?  
(Please note that, irrespective of location, LSHTM is required to apply UK rules and standards to managing any and all disabilities.)

#### Provision of careers guidance

Some questions you will wish to explore with the partner are:

- What arrangements are there to support students' future career choices?
- Are they aware of services that can be provided by LSHTM (via the University of London Careers Service) remotely?
- If there are local services or facilities, what are they?
- Do the managers of the local service know about the University of London Careers Service?

## Effective marketing of the provision and management of student enquiries

Some questions you will wish to explore with the partner after reviewing websites and student recruitment material for accuracy are:

- What input has the partner had into student recruitment information?
- Who signs off the marketing material?
- How aware of the information is the partner?
- How aware is the partner of LSHTM's student recruitment standards and procedures?