BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Re-accreditation Inspection

NAME OF INSTITUTION: CITY College

ADDRESS: 24 Proxenou Koromila Street
Thessaloniki
546 22
Greece

HEAD OF INSTITUTION: Mr Ioannis Ververidis

DATE OF INSPECTION: 19–22 October 2021

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

☒ Re-accreditation awarded for the full four-year period

☐ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation withdrawn

DATE: 27 January 2022

PART A – INTRODUCTION

1. Background to the institution

CITY College (CC/the Institution) was founded in 1989 by the G E Strategakis Organisation which is a foreign-language educational group. The Institution is a private higher education college that provides accredited undergraduate and postgraduate programmes in a range of subject areas, including business studies, computer science, psychology and English studies.

CC is based in the centre of Thessaloniki, Greece. Its campus comprises two buildings in the city centre that are less than one kilometre apart. The Leontos Sofou Building includes the departments of business administration and economics, English studies and computer science. The psychology department is based in the Strategakis Building. The latter building also hosts the Neuroscience Research Centre (NEUREC). The South East European Research Centre (SEERC) is also located in one of the city centre premises.

The Institution aims to create an inclusive international community that contributes to the public good, as well as advancing the development of people and the societies in the region. CC aims to connect academic, research, government and corporate networks throughout the region to create and share new knowledge.

CITY College is a private limited company with a board of three Directors, including the President and Principal of the Institution. The President and Principal are supported by the Vice-President for Teaching and Learning, the Vice-President for Research and Innovation, and the Vice-President for New Developments, Marketing and Recruitment. Together, they form the administrative board and report to the board of directors.

In 1993, the Institution formed a relationship with the University of Sheffield (UoS) to validate the programmes delivered by CC. A formal affiliation agreement with UoS was implemented in 1997. CC became the International Faculty of the University of Sheffield in 2009 and, as a result, it was called the International Faculty–CITY College, Thessaloniki.

In 2020, the UoS and CC commenced a phased withdrawal from their relationship, which will be completed in 2024. In 2020, the University of York (UoY) and CC established an agreement for the establishment of the University of York Europe Campus in Greece, which is a satellite campus of the UoY. Students can also enrol directly with CC to complete a UoY degree programme. The latter provision is the only one that the British Accreditation Council (BAC) accredits, since it does not accredit the UoY Europe Campus in Greece.

2. Brief description of the current provision

At undergraduate level, the Institution offers full-time honours degrees in business studies, computer science, psychology, English language and communications, and English language, linguistics and literature. All can be taken as three- or four-year programmes. Students can choose to follow a degree specialism for their Bachelor of Arts (BA) in business studies in finance and accounting, management, marketing, or hotel and hospitality management. Business informatics and internet computing are specialisms available on the Bachelor of Science (BSc) in computer science degree programme.

At postgraduate level, the Institution offers Master of Science (MSc) degrees in management and management with specialisms available in banking and finance, finance and risk management, neuromarketing, shipping and port management, business analytics and decision sciences, counselling psychology, cognitive neuropsychology, software development, and web and mobile development. CC offers Master of Arts (MA) degrees in marketing, advertising and public relations, digital marketing and social media, applied linguistics with teaching English to speakers of other languages, translating and interpreting, counselling, psychology, and clinical neuropsychology. These can be taken as full- or part-time provision. The Institution also offers part-time Executive Master of Business Administration (MBA) degrees.

At the time of the inspection, 654 students were enrolled, with the large majority studying full time. Just over half were on programmes validated by the UoS on teach-out arrangements. The remaining students were enrolled on UoY-validated programmes.

All students are over 18 years of age, with roughly equal numbers of male and female students. CC has a capacity for around 1,200 students. The majority of students come from various countries, including Bulgaria, Kosovo, North Macedonia and Romania. A large minority of students are Greek nationals.

Students are enrolled each October and must meet the published entry criteria for each course. For undergraduate programmes, this includes achievement of secondary education diplomas and a good knowledge of English. For postgraduate courses, admission is based on professional experience and academic background.

3. Inspection process

The inspection was undertaken remotely over four days by three inspectors, including a student inspector. Inspectors held meetings with the President and Principal, Vice-Presidents and other senior managers. Meetings were held with groups of undergraduate and postgraduate students, and with academic and administrative staff. At the time of the inspection, all teaching was delivered remotely online. Inspectors observed lessons and undertook a virtual tour of the premises. A wide range of documentation was provided electronically for scrutiny. The Institution co-operated fully with inspectors before and during the inspection.

4. Inspection history

Inspection type	Date
Full Accreditation	31 November–1 December 2000
Interim	10 February 2002
Re-accreditation	13–14 November 2006
Interim	27 April 2010
Re-accreditation	2–3 May 2012
Interim	2 May 2014
Re-accreditation	1–2 December 2016
Interim	16 May 2018

PART B – JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the institution.

INSPECTION AREA – GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1. **The institution is effectively and responsibly governed**

1.1	The overall organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and effectively communicated to stakeholders, including governors, management, staff and students.	☒ Yes ☐ No	
1.2	There is an identified senior committee, with decision-making authority on academic matters, in order to protect the integrity of academic freedom.	☒ Yes ☐ No	
1.3	The link between governance and management is clearly articulated and documented.	☒ Yes ☐ No	
1.4	Internal stakeholders develop and implement policy through appropriate structures and processes while involving external stakeholders.	☒ Yes ☐ No	
1.5	An explicit procedure for risk assessment is implemented, producing a risk assessment statement, which is regularly reviewed and updated.	☒ Yes ☐ No	
1.6	Effective action is taken, by the governing body and senior managers, in response to the outcomes of regular risk assessments.	☒ Yes ☐ No	
1.7	All relationships with other educational organisations are defined formally and are fully transparent with those organisations' requirements.	☒ Yes ☐ No ☐ NA	
1.8	There are clear channels of communication between the governing body, the executive, academic management, staff, including those working remotely, students and other stakeholders.	☒ Yes ☐ No	

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

The organisational structure is clearly defined and understood, with appropriate and well-established lines of responsibility and authority. The structure is well communicated to stakeholders through organisational charts and policy documents. The executive board is the senior committee with decision-making authority on academic matters. Board members are suitably experienced and offer a high level of expertise to ensure that the oversight of academic issues is rigorous and highly effective.

There is a clear link between governance and management, which is well set out in relevant policies and procedures. Senior leaders are effectively held to account through the governance and committee structure. These arrangements help to ensure the Institution is effectively and responsibly governed and managed.

Leaders ensure the views of staff, students and employers are considered when developing and implementing the Institution's policies and procedures. This helps CC meet its mission to create an inclusive community.

Senior leaders have implemented a suitable risk assessment process that is periodically reviewed and updated by the administration committee when required. Risk assessments consider relevant opportunities for development and potential business threats. This process helps senior leaders to take appropriate actions to ensure the Institution's aims and objectives continue to be met.

The Institution's relationships with academic partners in the United Kingdom (UK) are formal, clear and transparent. Senior leaders have clear plans in place to manage the transition arrangements between the UoS and the UoY to ensure that all students are well supported to achieve their qualifications.

There are clear and appropriate lines of communication in place at all levels. Leaders ensure that meetings are systematically managed and documented. These include a broad range of committees and student consultation

meetings that take place regularly throughout the academic year. This ensures that all stakeholders are clear and up to date about the Institution's strategic developments.

2. The institution has a clear and achievable strategy

2.1	The institution has a clear strategy for the development of its higher education provision, which is supported by appropriate implementation plans and financial management and takes into account the quality of the student experience.	☒ Yes	☐ No
2.2	There is provision for stakeholder input, including governors, management, staff and students, to inform the strategic direction of the institution.	☒ Yes	☐ No
2.3	The strategy is well communicated to all stakeholders within and outside the institution.	☒ Yes	☐ No
2.4	The governing body and senior management conduct a regular and systematic review of their own performance and the institution's overall performance and each is measured against strategic targets.	☒ Yes	☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

The Institution has a clear guiding vision to be a leading international institution, achieving excellence as an agent for growth, development and change in south east Europe. At the time of the inspection, senior leaders were in the process of developing the new five-year development strategy for launch in 2022. This will replace the current strategy, implemented in 2016, which has seven clear strategic objectives, each with a set of goals and associated actions.

The strategy is developed by the President and Principal and Vice-Presidents and then approved by the executive board. Leaders have rightly taken time and care to consider the full impact and implications of the global pandemic before launching new strategic and financial implementation plans.

Clear plans are in place to actively involve more stakeholders in the development of the new strategy, which will retain its focus on social responsibility. Managers and key staff will form four teams to develop specific strands of the new strategy, each including consultation with staff and students.

The current strategy is effectively communicated to all relevant stakeholders. The strategy is communicated to staff via the college forum, which acts as a general meeting for all staff.

There are clear and effective arrangements in place for directors and senior leaders to systematically review the Institution's performance against a range of strategic targets, such as those for student progression, retention rates and student satisfaction levels.

The executive board annually reviews the outcomes of formal departmental reflection meetings, measuring performance against strategic goals to identify relevant actions and targets where required. This process ensures the Institution's progress towards its strategic goals can be measured and departments are effectively held accountable.

3. Financial management is open, honest and effective

3.1	The institution conducts its financial matters professionally, transparently and with appropriate probity.	☒ Yes	☐ No
3.2	The institution's finances are subject to regular independent external audit.	☒ Yes	☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

Senior leaders provide effective oversight of financial planning matters and budgets through the administration committee and the board of directors. CC is obliged by Greek legislation to publicly publish its annual balance sheets. The Institution is audited annually by external chartered accountants.

INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

4.   **The institution is effectively managed**

4.1	The management structure is clearly defined, documented and understood by all stakeholder groups, including governors, management, staff and students.	☒ Yes	☐ No
4.2	There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels.	☒ Yes	☐ No
4.3	There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision-making.	☒ Yes	☐ No
4.4	Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded with clear action-planning.	☒ Yes	☐ No
4.5	The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary to ensure that it is accurate and fit for purpose.	☒ Yes	☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

The Institution's management structure is clear and well documented, with key oversight mechanisms in place for both academic and administrative matters. The board of directors retains overall responsibility for contractual and legal matters. Academic oversight is effectively delegated to the executive board. The management structure is clear, transparent and effectively communicated to all relevant stakeholders.

There are very effective reporting arrangements in place at all levels, with all stakeholders clear about their role and responsibilities. Directors, course leaders, heads of department and other relevant staff in academic departments and corporate services follow the systematic reporting arrangements that are clearly set out in relevant policies and guidelines.

An effective committee structure is in place, each with clear terms of reference and membership. The quality strategy and enhancement committee, the learning and teaching committee, the research committee, the departmental academic boards, the departmental learning, teaching and assessment committees, and the student–staff committees all meet regularly to fulfil their terms of reference and take the necessary actions delegated to them. Committee meetings are accurately recorded, with a clear record of action-planning.

The Institution has a range of formal mechanisms to ensure the information it provides internally and externally is accurate and fit for purpose. Each semester, managers complete a review of information to ensure its accuracy and ensure any required changes are implemented, for example updates to the Institution's website.

Internal moderation processes check the accuracy and appropriateness of course materials to ensure students benefit from access to appropriate resources to support their learning.

5.   **The institution is administered effectively**

5.1	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	☒ Yes	☐ No
5.2	The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.	☒ Yes	☐ No
5.3	Administrative policies, procedures and systems are well documented and disseminated effectively across the institution.	☒ Yes	☐ No

5.4	Classes are timetabled and rooms allocated appropriately for the courses offered.	☒ Yes	☐ No
5.5	Data collection and collation systems are well documented, accurate and effectively disseminated.	☒ Yes	☐ No
5.6	Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.	☒ Yes	☐ No
5.7	Students' records are sufficient, accurately maintained and up to date.	☒ Yes	☐ No
5.8	Staff records are sufficient, accurately maintained and up to date.	☒ Yes	☐ No
5.9	The institution has a robust security system and policies in place for protecting the data of its students and staff.	☒ Yes	☐ No
5.10	The institution has processes, through which the institution verifies the student who registers on the programme is the same student who participates on and completes and receives the credit.	☒ Yes	☐ No
5.11	There are secure and efficient procedures for the administration of examinations and other means of assessment.	☒ Yes	☐ No
5.12	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	☒ Yes	☐ No
5.13	The institution makes student records and transcripts available to its students in a timely manner.	☒ Yes	☐ No
5.14	There is a policy on the collection of and refund of students' fees that is implemented effectively.	☒ Yes	☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

CC has very efficient and effective administrative processes in place. An appropriate number of suitably qualified and experienced administrators support all academic and student support departments. Administration policies, procedures and systems are appropriately documented, understood and shared with key stakeholders across the Institution. Students benefit from classes that are appropriately timetabled in suitable rooms.

CC has a range of effective and accurate data collection and collation systems. At the time of the inspection, two electronic administration systems and databases were in operation. One electronic system supports the processing of student applications, admissions and enrolments, and a second system records student progress and achievements once on the programme. While the two systems work effectively, leaders have identified the benefits of implementing a single central administration system with additional reporting and monitoring capabilities. At the time of the inspection, leaders were at the final stages of fully implementing a selected new management information system. The system has been chosen to provide students with improved access to a range of information in relation to their studies, for example attendance and assessment results, which will be accessible via their mobile devices.

Current administration records are very well organised and presented. Student records are accurate and include all the necessary details of their progress and performance. Clear and detailed staff records are securely maintained. The Institution has suitable data protection measures in place to ensure the integrity and security of staff and student data.

CC implements secure and efficient procedures for the administration of examinations and other assessments. There are effective processes in place to verify student identity at enrolment and before taking formal assessments. For example, all students must present their photographic identification before undertaking examinations.

Effective and internal and external moderation procedures are in place at both the pre- and post-assessment stages. Module assessments are internally and externally reviewed before they are issued to students to ensure these are fully aligned with the validated learning outcomes. Internal and external moderation processes take place to standardise assessment outcomes and ensure students receive the most appropriate outcomes. Managers regularly scrutinise the achievement of learning outcomes over time to ensure that assessments are appropriate for the level of study.

Systematic processes are in place to ensure students can access their transcripts in a timely manner. Students have access to a clear refund policy, which is shared on the Institution's website and provided to all students on application.

6. The institution employs and continues to support appropriately qualified and experienced staff

6.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff, which is designed to ensure the safety of the students.	☒ Yes	☐ No
6.2	All staff are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	☒ Yes	☐ No
6.3	There are clear and appropriate job specifications for all staff.	☒ Yes	☐ No
6.4	There are effective procedures for the induction of all staff.	☒ Yes	☐ No
6.5	All staff are treated fairly and according to a published equality and diversity policy.	☒ Yes	☐ No
6.6	Staff have access to an appropriate complaints and appeals procedure.	☒ Yes	☐ No
6.7	Management monitors and reviews the performance of all staff, through a clearly documented and transparent appraisal system that includes regular classroom observations of teaching staff.	☐ Yes	☒ No
6.8	The professional development needs of staff are identified through appraisal and other means, and measures are taken to support staff to address these and gain additional qualifications, where relevant.	☐ Yes	☒ No

This standard is judged to be: ☐ Met ☒ Partially Met ☐ Not Met

Comments

CC implements effective policies and procedures for the recruitment and employment of well-qualified and experienced staff and to ensure the safety of the students. Lecturers have very relevant expertise in their academic subject areas, with most having a higher degree and extensive postgraduate research experience. Lecturers use their expertise to ensure that the students make good progress throughout their course.

Staff benefit from clear job descriptions and comprehensive induction and mentoring arrangements. Staff complete a comprehensive online induction course to learn about how the Institution operates, including governance arrangements, course design and the importance of student feedback. These arrangements ensure staff are well supported and prepared to carry out their roles and meet their responsibilities.

Staff confirmed that they are treated fairly and in line with relevant guidance, for example through the Institution's policies for discrimination, bullying, cyberbullying and abusive behaviour. Staff have access to relevant guidance on making a complaint or grievance, which is clearly documented in relevant procedures.

Managers have clear and effective processes and procedures in place for monitoring the performance of academic staff at all levels. Staff appraisal meetings are held annually, with staff invited to complete a formal process of self-review and reflection. Academic staff complete regular peer observations of teaching and learning. This helps to identify areas of good practice and improvements to support the ongoing enhancement of the quality of education.

6.7 There is no formal, clearly documented appraisal system in place for administrative staff.

The professional development needs of academic staff are identified through the appraisal process, as well as the staff review and development scheme and the research appraisal process. There is a clear expectation for teaching staff to attend at least one relevant academic conference a year to ensure they remain up to date in their respective fields of expertise.

Staff development events and workshops occur throughout the year to support academic staff in developing their pedagogical and research skills and facilitating the sharing of best practice.

The performance of administrative staff is discussed regularly between staff and their managers, and where additional training needs are identified, suitable arrangements are put in place.

6.8 However, the professional development needs of administrative staff are not formally identified through an appraisal process.

Teaching staff have previously been supported to achieve an appropriate formal teaching qualification through their UK partner university. Leaders have identified the need to reinstate this scheme now that the new partnership with the UoY is fully established.

7. Academic management is effective

7.1	There are appropriate procedures for the proposal, design and validation of programmes of study that take account of the mission of the institution.	☒ Yes ☐ No
7.2	Intended learning outcomes for all programmes are clearly articulated, understood by students and are publicly available.	☒ Yes ☐ No
7.3	There are regularly scheduled and recorded meetings of academic staff where academic programmes are reviewed.	☒ Yes ☐ No
7.4	There is an appropriate policy and effective procedures for the acquisition of academic resources to support programmes.	☒ Yes ☐ No
7.5	Commissioning of course materials is managed effectively and materials and the budget are checked to ensure standardisation and consistency across the provision.	☒ Yes ☐ No
7.6	Students are encouraged to take an active role in the development of the academic provision to ensure student-centred learning.	☒ Yes ☐ No ☐ NA

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

The Institution has clear and appropriate procedures in place for the design and validation of programmes in line with the regulations of its validating partner universities. The learning and teaching committee approves new and revised programmes based on a review of the programme proposal, specification, curriculum and syllabus. Internally approved programmes must also receive final approval by the partner universities' learning and teaching committee to ensure they are relevant and fit for purpose.

The learning outcomes for all programmes are clearly documented and shared with students. Periodic review panels invite external academic experts to scrutinise and comment on the programmes of study. CC staff also meet formally in regular departmental academic board meetings to review academic programmes and to ensure these meet the needs of students and, where relevant, employers and industry specialists.

There are clear and appropriate policies and processes in place to acquire academic resources. The academic board reviews the resource requirements for each programme with all requests reviewed by the President and Principal. The commissioning of learning resources is managed effectively. Resources produced by academic colleagues are reviewed through the annual course review and external moderation process to ensure their fitness for purpose.

A range of effective mechanisms provide students with valuable opportunities to shape their learning programmes. Results from the end-of-semester surveys are shared with academic staff to allow them to make any appropriate changes to course delivery and approach. For example, as a result of feedback, lecturers on the English language teaching programme have given students more opportunities to practise their teaching assignments in class before undertaking their final assessment.

8. The institution takes reasonable care to recruit and enrol suitable students for its courses

8.1	Entry requirements for each programme are set at an appropriate level and are clearly stated in the programme descriptions seen by prospective students.	☒ Yes ☐ No
8.2	Students are informed as to the necessary language requirements for entry on to programmes.	☒ Yes ☐ No
8.3	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	☒ Yes ☐ No
8.4	All students' application enquiries are responded to promptly and appropriately.	☒ Yes ☐ No
8.5	Prospective students are properly briefed on the nature and requirements of the programme(s) in which they are interested and provided with advice on choosing their programme.	☒ Yes ☐ No
8.6	Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the programme(s) on which they are enrolling.	☒ Yes ☐ No
8.7	The institution makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course.	☒ Yes ☐ No
8.8	The institution has a clear policy on the accreditation of prior learning and prior experiential learning, which is brought to the attention of prospective students.	☒ Yes ☐ No ☐ NA
8.9	Any recruitment agents are properly selected, briefed, monitored and evaluated.	☒ Yes ☐ No ☐ NA

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

Entry requirements for each programme are set at validation and are appropriate to the level and demands of each course. Requirements are clearly communicated to prospective students through the website, in programme descriptions, and through discussions with prospective students during the application process. International students are well supported to understand the equivalency value of their existing qualifications, where required.

Prospective students are informed about the necessary English language requirements of their course and undergo formal testing of their language capabilities to ensure they are well suited to their chosen learning programme. Where initial assessments identify that students would benefit from additional English language support, appropriate additional support is provided. Students find this language support valuable in helping them to meet the requirements of their course.

A clear and suitable admissions policy and formal application process are in place. Prospective students complete application forms that are checked by administrative staff to ensure course entry requirements are met, including achievement of prior qualifications. Where students require additional information, for instance regarding the suitability of particular modules, academic staff provide prompt support and guidance. Students report that their application and admissions queries are dealt with quickly and efficiently. Inspection findings confirm this view.

Supportive and informative meetings between prospective students and recruitment staff provide an opportunity to check students' suitability for the programme and confirm that they are responsible for ensuring that they meet the necessary course entry requirements.

CC adopts its UK partner university's credit transfer and recognition of prior learning policy and ensures students are aware of the requirements, where relevant.

CC uses a small number of recruitment agents who are effectively selected and monitored. Agents receive a suitable induction and briefing from student recruitment managers, to ensure they are clear about their role and responsibilities.

9. **The institution encourages and supports its staff to undertake research and other forms of scholarship and to engage in other professional activities**

9.1	The institution encourages academic staff to undertake research in relevant fields and to publish their findings.	☒ Yes ☐ No ☐ NA
9.2	Academic staff are encouraged to engage in research and/or scholarship that informs their teaching.	☒ Yes ☐ No ☐ NA
9.3	There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.	☒ Yes ☐ No ☐ NA
9.4	The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers.	☒ Yes ☐ No ☐ NA

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met   ☐ NA

Comments

CC is a research-led institution with very effective structures, policies and arrangements in place to promote research and scholarly activity at the institutional and departmental level. Academic staff contracts clearly identify the commitment and time dedicated to research activity. Each department has an annual research strategy in place, which is implemented and managed by a research committee led by the departmental research director. The Institution also hosts a wide range of research events and conferences to encourage staff and students to share their research findings.

Academic staff are well supported to undertake research and to publish their findings. Many staff are engaged with research on funded projects through the SEERC, as well as the NEUREC. Staff are engaged with research projects that directly support the Institution's core mission to support social responsibility, for example, research on green technologies and the work of non-governmental organisations and migration. Staff are incentivised to regularly publish their research findings in high-impact, internationally recognised and peer-reviewed journals.

There is a fair and transparent procedure for staff to seek financial support for their research. Each department has a set research budget and academic staff are invited to apply for funding to participate in conferences and other professional development activities. Staff with Master's degrees are actively encouraged and supported to continue their studies to Doctoral level.

Staff can apply for research sabbaticals and paid study leave to support their ongoing research activities. Early career researchers are allocated a mentor to support the development of their research skills.

Inter-departmental research projects encourage staff from different disciplines to meet and discuss current research projects. The research and innovation committee includes research directors for each department, which helps to share best practice across the Institution. A range of external speakers regularly contribute to research and training events and workshops. Monthly online seminars in psychology are provided, with contributions from academic speakers from different institutions.

10.	**Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum**	
10.1	Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered.	☒ Yes ☐ No
10.2	Information on the programmes available, their assessment and progression is comprehensive, accurate, readily accessible and up to date.	☒ Yes ☐ No
10.3	There are effective procedures to update information on a regular basis to ensure its relevance and accuracy.	☒ Yes ☐ No
10.4	The information provided ensures students are well informed of the status of the qualifications offered, including the awarding body and level of award.	☒ Yes ☐ No
10.5	Students are informed of the full cost of all programmes, including costs of assessments, activities and any required materials.	☒ Yes ☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

Text and images, that are featured in the Institution's high-quality publicity materials, provide an accurate depiction of the facilities, premises, location and resources available.

Accurate information on programme assignments, assessment methods, course guidelines, progression options and awarding arrangements is easily accessible to students via the Institution's website, Virtual Learning Environment (VLE) and in student handbooks, module specifications and assessment guidelines.

The information provided ensures that students are appropriately informed about the awarding body and the level of the individual qualifications. Senior managers regularly review and update publicity materials to ensure information is relevant and fit for purpose.

Information regarding the full costs involved in studying all programmes is clear. Students report that they were fully aware of the costs involved when they enrolled. A clear refund policy for tuition fees is in place and easily available to students.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

11. Academic staff are effective in facilitating student learning

11.1	Lecturers have the required subject knowledge, and pedagogic and communicative skills and experience to teach both the course content and level of course to which they are allocated.	☒ Yes	☐ No
11.2	The allocation of teaching staff to courses provides for a consistent learning experience and delivery is monitored to ensure consistency.	☒ Yes	☐ No
11.3	The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills that will be required for final examinations or assessments.	☒ Yes	☐ No
11.4	Teaching sessions are appropriately informed by module descriptors and relate to defined intended learning outcomes.	☒ Yes	☐ No
11.5	Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these.	☒ Yes	☐ No
11.6	Academic staff use a mixture of group and individual activities, to encourage the active participation of all students and support their learning.	☒ Yes	☐ No ☐ NA
11.7	Students are encouraged and enabled to develop independent learning skills.	☒ Yes	☐ No
11.8	Students and academic staff have access to appropriate learning and study materials as well as other resources, and the institution encourages and supports their use.	☒ Yes	☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

Lecturers are appropriately allocated to teach on courses based on their experience and academic qualifications. Teaching staff are very well qualified and use their academic and vocational expertise to ensure students benefit from a consistently high-quality education.

The quality of teaching and learning is appropriately monitored through the regular collection and review of student feedback and a system of internal peer lesson observations. This helps to ensure students are satisfied with the standard of delivery, and actions can be taken quickly to improve standards if required.

Programmes and courses are appropriately delivered. Suitable schemes of work for each module and course are in place and ensure all required learning outcomes and skills are covered. Student assessment is effectively integrated and well planned to offer students the best opportunities to successfully demonstrate their developing knowledge and

skills. Individual lessons are effectively planned to meet relevant module descriptor requirements and fully align with the intended learning outcomes.

Academic staff effectively consider the needs of their students when planning learning. As a result, students make good progress in their lessons and enjoy their learning. Teachers use a mixture of group and individual activities to engage students, maintain their interest and effectively support learning over time.

Teaching staff are effective in encouraging and developing students' independent learning skills. They make use of a range of suitable activities in class and set tasks to be completed before and after lessons, which promotes independent research and enquiry.

Students and academic staff have very good access via the Institution's VLE to a wide range of appropriate and high-quality learning resources that are regularly reviewed and updated. Students and staff confirm that the Institution fully encourages and is highly supportive of their use, and inspection findings confirm this view.

12.	**Assessment is fair and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work**		
12.1	Students are provided with an assessment schedule, in which required coursework and revision periods are detailed in advance with clear submission dates.	☒ Yes	☐ No
12.2	Assessment strategies are relevant to the content and nature of the courses and focused on measuring students' achievement of the intended learning outcomes.	☒ Yes	☐ No
12.3	Assessment tasks are clearly written, indicating what students need to do to meet stipulated levels of achievement.	☒ Yes	☐ No
12.4	Students receive detailed and supportive verbal and written feedback on their assessments and overall performance and progress, which are effectively monitored.	☒ Yes	☐ No
12.5	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	☒ Yes	☐ No
12.6	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	☒ Yes	☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

Students are provided with an online assessment schedule for their course. This provides clear assessment and assignment submission dates, together with any examination revision periods. Students confirm that they are aware of the nature and timing of their course assessments, together with any revision periods. Inspection findings confirm this view.

The teaching staff use a broad range of assessment strategies to ensure all the required learning outcomes are met. Assessment methods used are appropriate for the nature of the course and are regularly referred to and discussed in lessons. This ensures that students are clear and confident about what they need to do to succeed in their assessments.

Detailed assignment briefs provide clear and well-written tasks that are clearly linked to learning outcomes. Tasks allow a full range of grades to be achieved and are effectively linked to the relevant module grading criteria.

Students benefit from detailed and specific written and spoken feedback. Academic staff clearly identify areas where students have done well and where they could have developed their work more. Staff and managers effectively monitor student progress and performance, taking appropriate action where students are not progressing as expected. As a result, students understand how to improve and feel well supported.

Clear and appropriate procedures are in place to discourage plagiarism and penalise students who commit academic malpractice. An appropriate plagiarism and academic misconduct policy is in place and made available to staff and students effectively. Originality software is used to screen student coursework to ensure its authenticity.

Students are well supported, through induction and academic support skills sessions, to develop their skills in the use of information sources and referencing, and to understand how to maintain the integrity of their coursework and avoid plagiarism and malpractice. These arrangements help to ensure the integrity of the assessment system.

Details on how to claim for mitigating circumstances and to appeal marks is clear and made available to students via the Institution's VLE.

13. Student materials are appropriate to the medium of delivery and are effective

13.1	Course materials are designed for a specific and clearly stated level of study.	☒ Yes	☐ No
13.2	Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programmes' objectives.	☒ Yes	☐ No
13.3	Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised.	☒ Yes	☐ No
13.4	Programme designers make effective use of appropriate teaching aids and learning resources.	☒ Yes	☐ No
13.5	The institution makes effective provision for students to access all resources.	☒ Yes	☐ No

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

Students have access to high-quality course materials that are well designed and appropriate for the individual courses and level of study. Academic staff use a wide range of appropriate teaching aids when planning teaching and learning.

Students benefit from a comprehensive range of engaging and informative learning resources that are effectively made available via the VLE. Materials are up to date, of high quality, accurately reflect current knowledge and practice, and effectively support student learning.

Materials are reviewed regularly by academic staff to ensure that these meet the needs of students. As a result, the academic resources effectively support learning and enable students to succeed in their chosen programme of study.

INSPECTION AREA – STUDENT SUPPORT, GUIDANCE AND PROGRESSION

14. Students receive pastoral support appropriate to their age, background and circumstances

14.1	There are appropriate staff members responsible for student welfare, who are accessible to all students and available to provide advice and counselling.	☒ Yes	☐ No	
14.2	Students are given an induction to the institution, their programme of study and guidance on the use of facilities such as the library and IT provision.	☒ Yes	☐ No	
14.3	Students receive appropriate information on the pastoral support available to them, including for the provision of emergency support.	☒ Yes	☐ No	
14.4	The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.	☒ Yes	☐ No	
14.5	Staff are available to assist students to resolve issues of a general and/or technological nature. All enquiries from students are handled promptly and sympathetically.	☒ Yes	☐ No	
14.6	There are effective systems to communicate with students out of class hours.	☒ Yes	☐ No	☐ NA
14.7	Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.	☐ Yes	☐ No	☒ NA

14.8	Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism.	☒ Yes ☐ No

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

Students have access to good-quality pastoral support, appropriate to their age, background and circumstances, from staff dedicated to maintaining their welfare. Students also have access to a counselling service that is delivered by the Institution's psychology department. This service effectively supports students' individual needs, mental health and well-being.

Students receive a comprehensive induction that includes programme and module information, an introduction to student affairs and student activities, and an overview of support services, including library and IT provision. Students are also appointed an adviser during induction. The advisor provides individual advice, guidance and support at the start of a course to help students settle quickly into their studies and student life.

Academic staff maintain regular set hours where students can drop in to see them and obtain personalised support on academic matters when needed. E-mail and the VLE are also used to communicate with students outside normal class hours. Suitable arrangements are in place for students to access emergency support at all times when needed.

CC has a suitable policy in place for dealing with and preventing discrimination, bullying, cyberbullying and abusive behaviour. CC also has appropriate technical support in place to offer staff and students prompt assistance when required.

The Institution has recently developed a policy on the prevention of radicalisation and extremism, which is supported by an associated risk assessment, action plan and relevant awareness training for staff. These arrangements help staff to reduce the risks associated with radicalisation and extremism.

15. Students receive appropriate academic support and guidance

15.1	Students have appropriate access to teaching staff outside teaching and learning sessions.	☒ Yes ☐ No
15.2	Students have access to appropriate support to enable the regular review of their academic progress.	☒ Yes ☐ No
15.3	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention is made, where appropriate.	☒ Yes ☐ No
15.4	Academic support, advice and guidance on alternative programmes are provided to students who are judged not to be making sufficient progress and/or who wish to change their pattern of study.	☒ Yes ☐ No
15.5	Students have access to appropriate advice and guidance on careers and further study and any professional body exemptions that may be available.	☒ Yes ☐ No
15.6	The institution has a fair complaints procedure that includes an external adjudicator, for example, the Office of the Independent Adjudicator (OIA) in the UK, and students are informed of how to submit a complaint.	☐ Yes ☒ No
15.7	Students are advised of BAC's complaints procedure.	☒ Yes ☐ No
15.8	Instructions and suggestions on how to study are made available to assist students to learn effectively and efficiently.	☒ Yes ☐ No
15.9	Students with special educational needs and/or disabilities (SEND) are identified so that appropriate support can be provided.	☒ Yes ☐ No

This standard is judged to be: ☐ Met ☒ Partially Met ☐ Not Met

Comments

Students receive very effective academic support and guidance. Students regularly access the support of academic staff outside teaching and learning sessions. Students report that staff respond promptly to e-mails requesting support with academic matters.

Students' academic progress is monitored and reviewed systematically. Academic staff monitor progress in class and introduce support where required. In addition, the Progress Review Committee (PRC) reviews students' assessment results, and where students are identified as making unsatisfactory progress, the PRC implements and monitors effective support interventions to help students catch up, get back on track, or change their patterns of study.

Students have access to a good range of career support, including a careers fair and dedicated skills development sessions on workplace professionalism, Curriculum Vitae (CV) writing and interview skills. The arrangements help to prepare students to progress to their next steps, including higher level study.

Students have access to a published CC complaints policy, which includes relevant informal, formal and appeal stages. The policy also allows students to submit their complaint to the UoS, and through them, to the Office of the Independent Adjudicator. Students are advised of the BAC complaints procedure, which is clearly explained on the Institution's website.

15.6 At the time of the inspection, the Institution's policy and website guidance included links to the the complaints policy of UoS-affiliated students, but they did not yet include an explicit link or reference to the complaints policy relating to UoY-affiliated students.

The Institution provides a range of relevant information for students about how to learn effectively and efficiently in the classroom and online. Useful written guidance helps students make the best use of assessment feedback to support improvement and progress. Students are also directed to relevant, high-quality online materials to help them understand the expectations of higher-level study. These arrangements help students to improve their wider independent study skills.

The Institution has effective arrangements in place to help identify the needs of students with special educational needs and/or disabilities. Following identification of needs, a range of support measures are available to ensure individual needs are met quickly to support student success, for example by arranging access to specialist equipment and the provision of additional time in examinations.

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16.   International students are provided with specific advice and assistance

16.1	Before their arrival, international students receive appropriate advice on travelling to and living in their chosen country of study.	☒ Yes ☐ No ☐ NA
16.2	On arrival, international students receive an appropriate induction on issues specific to the local area.	☒ Yes ☐ No ☐ NA
16.3	Information and advice that are specific to international students continue to be available throughout their time at the institution.	☒ Yes ☐ No ☐ NA
16.4	Provision of support takes into account cultural and religious considerations.	☒ Yes ☐ No ☐ NA
16.5	Where possible, students have access to speakers of their own first language.	☒ Yes ☐ No ☐ NA

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met   ☐ NA

Comments

International students benefit from specific advice and assistance to ensure their needs are well met. Meetings with recruitment staff help international students to fully understand the nature of the Institution, the programme they are selecting and the requirements for the application process, as well as any visa requirements that may apply.

On arrival, international students receive the standard student induction as well as additional group and individual meetings, which provide relevant guidance on accommodation, Greek residency processes, and how to open a bank

account. Student affairs staff and other colleagues remain available as a source of support for international students throughout their studies. These arrangements ensure that international students are supported well throughout their course.

The Institution has a clear statement outlining its commitment to the creation of a positive, fair, welcoming and inclusive environment where everyone is treated with dignity and respect. Students are requested to complete an equal opportunities monitoring form as part of the application process to help managers monitor the effectiveness of its equal opportunities policy.

Students are encouraged to make any specific religious or cultural needs known, so appropriate arrangements can be put in place, for example where students are unable to take examinations on specific dates due to their religious beliefs. International students wishing to celebrate their national religious holidays are permitted to take leave of absence.

Many students have access to speakers of their first language. Where this is not always possible in a minority of cases, students reported that this did not inhibit their learning or experience as the standard of English across the Institution is high for students and staff. Inspection findings confirm this view.

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17. Student attendance is measured and recorded regularly and effective remedial action taken where necessary

17.1	There is an appropriate, clear and published policy on required student attendance and punctuality.	☒ Yes ☐ No ☐ NA	
17.2	There are effective procedures and systems to enforce attendance and punctuality.	☒ Yes ☐ No ☐ NA	
17.3	Accurate and secure records of attendance and punctuality, at each session, are kept for all students.	☒ Yes ☐ No ☐ NA	
17.4	Data on attendance and punctuality is collated centrally and reviewed regularly and absences followed up promptly.	☒ Yes ☐ No ☐ NA	

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

There is a clear, published policy on student attendance and punctuality. The policy includes specific guidance linking the number of contact or teaching hours available for each module with the number of sessions students must attend. The policy is disseminated effectively to staff and students through the induction process and via staff and student handbooks. As a result, staff and students clearly understand the expectations for attendance and punctuality, and the implications of not meeting the expected requirements.

Staff implement effective procedures and systems to enforce attendance and punctuality. Staff systematically, accurately and securely record attendance and punctuality for each session. Data on attendance and punctuality is collated centrally and regularly reviewed to ensure staff are able to identify and deal with absences promptly.

Students receive weekly notifications to help them monitor their own attendance. Students are effectively supported to improve their attendance rates where required. Formal intervention and actions are taken by the PRC, if required, to deal with more persistent absence.

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18. Where residential accommodation is offered, it is fit-for-purpose, well maintained and appropriately supervised

18.1	Any residential accommodation is clean, safe and of a standard that is adequate for the needs of students.	☐ Yes ☐ No ☐ NA
18.2	Any residential accommodation is open to inspection by the appropriate authorities.	☐ Yes ☐ No ☐ NA
18.3	A level of supervision is provided that is appropriate to the needs of students.	☐ Yes ☐ No ☐ NA
18.4	Students are provided with advice on suitable private accommodation.	☐ Yes ☐ No ☐ NA

This standard is judged to be: ☐ Met   ☐ Partially Met   ☐ Not Met   ☒ NA

Comments

19.	The institution provides an appropriate social programme for students and information on activities in the locality	
19.1	Students are provided with appropriate information on opportunities for participation in social events and other leisure activities that may be of interest.	☒ Yes ☐ No ☐ NA
19.2	The social programme is responsive to the needs and wishes of students and activities have been chosen with consideration of their affordability.	☒ Yes ☐ No ☐ NA
19.3	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and/or experience.	☒ Yes ☐ No ☐ NA
19.4	Students are encouraged to develop and participate in extramural activities and, when studying remotely, the activities include appropriate use of online forums or channels.	☒ Yes ☐ No ☐ NA
19.5	The institution supports and encourages peer interaction through a variety of channels, e.g. social network forums and channels.	☒ Yes ☐ No ☐ NA

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met   ☐ NA

Comments

Students benefit from a broad range of social activities. These include sports, language classes, academic societies, crafts and other leisure groups. The Institution maintains effective relationships with local providers, such as a local sports centre, where the Institution does not currently operate their own facilities, to ensure that students can particate in a range of different activities.

The social programme is responsive to students' needs and interests, for example, Greek lessons were made available in response to student feedback. Arranged activities include a lesbian, gay, bisexual and trans plus community group, an environmental society, and a social responsibility group where students can explore how to support humanitarian, ecological and societal issues, and contribute to the local community.

Suitable representatives and instructors supervise social activities. Where external facilities are used, for example local sports and fitness centres, managers use facilities licensed by the Greek state to ensure all health and safety requirements are in place. Managers carry out initial visits to review the facilities before agreeing on a contract.

Managers regularly collect and review ongoing student feedback related to the quality of the facilities and services provided. Staff complete a risk assessment template when considering the general risks associated with social activities.

When in-person attendance at social activities is not possible, the Institution works hard to maintain an online social community, for example by offering webinars. Students are encouraged to interact through various channels, including social media pages, messaging groups, online meetings and forums. This helps students to connect with peers studying in different departments and on different courses.

INSPECTION AREA – PREMISES, FACILITIES AND LEARNING RESOURCES

20.	The institution has secure possession of and access to its premises	
20.1	The institution has secure tenure on its premises.	☒ Yes ☐ No

20.2	The institution has the legal right to use these premises for the delivery of higher education.	☒ Yes ☐ No
20.3	Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.	☒ Yes ☐ No ☐ NA

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

The Institution has a licence from the Greek Ministry of Education to deliver higher education from its premises and has a secure lease on both buildings.

The Institution has contracts with external premises that provide sports and fitness facilities. Students can access these facilities free of charge.

21.   The premises provide a safe, secure and clean environment for students and staff

21.1	Access to the premises is appropriately restricted and secured.	☒ Yes ☐ No
21.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	☒ Yes ☐ No
21.3	There are specific safety rules in areas of particular hazard (e.g. science laboratories) which are brought to the attention of students, staff and visitors.	☐ Yes ☐ No ☒ NA
21.4	General guidance on health and safety is made available to students, staff and visitors.	☒ Yes ☐ No
21.5	There is adequate signage inside and outside the premises and general information is displayed effectively.	☒ Yes ☐ No
21.6	There is adequate circulation space for the number of students and staff accommodated and a suitable area in which to receive visitors.	☒ Yes ☐ No
21.7	There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness.	☒ Yes ☐ No
21.8	There is adequate air conditioning, heating and ventilation in all rooms.	☒ Yes ☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met   ☐ NA

Comments

Access to the premises is very secure and appropriately restricted via a range of appropriate measures. A lift to all floors is available to help students and staff with disabilities and limited mobility to access the Institution's facilities.

The premises are very well maintained, decorated and clean. They provide a safe learning and working environment. The premises are regularly inspected and certified as meeting national standards.

Detailed health and safety guidance is displayed in all relevant areas, including evacuation routes for fire and earthquakes. Comprehensive guidance is provided to staff and students during their induction, as well as written guidance in detailed handbooks.

Visitors are provided with appropriate guidance on arrival by reception staff, with clear signage throughout the premises. These arrangements help ensure that staff, students and visitors know what action to take in an emergency to keep themselves and others safe.

The premises provide an excellent space for staff and students to work, socialise and receive visitors. Toilets are adequate in number, very clean and well maintained. Heating, ventilation and air conditioning are adequate in all areas.

22.   Classrooms and other learning areas are appropriate for the programmes offered

22.1	Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them.	☒ Yes ☐ No ☐ NA
22.2	Classrooms and any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level that allows for the effective delivery of each programme.	☒ Yes ☐ No ☐ NA
22.3	There are facilities suitable for conducting assessments such as examinations.	☒ Yes ☐ No ☐ NA

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met ☐ NA

Comments

The learning environment is appropriate for the programmes offered. Classrooms are well equipped, adequate in number and size, and effectively support learning. A large lecture room is available for large group lectures or meetings.

The learning areas requiring technology are well equipped to meet the relevant course requirements and meet students' general needs. A suitable number of areas to conduct examinations are available.

23. There are appropriate additional facilities for students and staff

23.1	Students have access to sufficient space and suitable facilities for private individual study and group work.	☒ Yes ☐ No ☐ NA
23.2	Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students.	☒ Yes ☐ No ☐ NA
23.3	Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	☒ Yes ☐ No ☐ NA
23.4	Students and staff have access to secure storage for personal possessions where appropriate.	☒ Yes ☐ No ☐ NA
23.5	There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	☒ Yes ☐ No ☐ NA
23.6	Administrative offices are adequate in size and suitably resourced for the effective administration of the institution.	☒ Yes ☐ No

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

Facilities for staff and students are appropriate and provide effective working and learning environments. The premises provide a very good space for students to study individually or in groups.

Staff have good access to a wide range of areas to undertake their duties, including areas to meet with students and individual desks to undertake their planning and lesson preparation.

Provision for students and staff to consume food and drink is appropriate. A number of areas are provided for them to relax and to store their personal possessions, including a large number of personal lockers in the library. A good number of areas are available throughout the premises for the purposes of independent study and socialising.

A number of appropriate rooms are available for academic staff and managers to hold meetings. Administrative offices are well resourced and adequate in size to meet the Institution's needs.

24. The library is appropriately stocked and provides a fit-for-purpose learning resource for the student body

24.1	There is sufficient provision of learning materials, including books, journals and periodicals and online materials.	☒ Yes ☐ No

24.2	There are clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student needs.	☒ Yes ☐ No
24.3	The library has sufficient space for student independent study and group working.	☒ Yes ☐ No ☐ NA
24.4	There is a well-organised lending policy.	☒ Yes ☐ No
24.5	The library is adequately staffed with appropriately qualified and experienced staff.	☒ Yes ☐ No ☐ NA
24.6	Library opening times are sufficient to encourage and support students' independent learning.	☒ Yes ☐ No ☐ NA

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

Learning materials within the library are suitable, meeting the needs of both students and academic staff. Library stock is reviewed regularly to ensure that it supports students' studies well. The provision of online materials is excellent.

All course materials and other relevant materials are linked effectively to students' programmes of study.

The library is staffed by well-qualified and experienced staff. The library is spacious and provides a comfortable independent study or group work area.

A clear and accessible lending policy is in place and library opening times are sufficient to meet the needs of students.

25.	**The information technology resources are well managed, effective and provide a fit-for-purpose learning resource for the student body**	
25.1	There is appropriate technological access and sufficient connectivity to enable students to study flexibly.	☒ Yes ☐ No
25.2	Students have effective online resources that assist with their learning, optimise interaction between the institution and the student, and enhance instructional and educational services.	☒ Yes ☐ No ☐ NA
25.3	There is provision of appropriate, up-to-date software and virtual learning environments that reflect the needs of the programmes.	☒ Yes ☐ No ☐ NA
25.4	There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.	☒ Yes ☐ No
25.5	The institution has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide support to students, academic staff and students and staff working remotely.	☒ Yes ☐ No
25.6	The institution makes effective provision for students to access conventional and online resources.	☒ Yes ☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

Internet and technology access is good and allows students to access online resources and to communicate with the Institution and its staff effectively.

The VLE is well developed and effectively supports all the Institution's programmes. Software and hardware are reviewed regularly and updated to meet the changing needs of the Institution, the programmes that it offers and its students.

A well-qualified and experienced IT technician ensures that the Institution's systems are operational at all times.

Overall, the Institution is highly effective in ensuring access to both online and conventional resources for its staff and students.

INSPECTION AREA – QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

26.	**The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary**		
26.1	The views of all stakeholders are canvassed and recorded regularly, considered objectively, analysed and evaluated thoroughly and, where necessary, appropriate action is taken.	☒ Yes	☐ No
26.2	Student feedback is obtained through appropriate formal student representation mechanisms.	☒ Yes	☐ No
26.3	The institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views.	☒ Yes	☐ No

This standard is judged to be:　　　　　　　　☒ Met　　☐ Partially Met　☐ Not Met

Comments

The Institution uses a range of mechanisms effectively to collect and review feedback from a range of stakeholders. Students complete end-of-semester questionnaires to evaluate modules completed, which include questions on the style of delivery, quality of assessment and effectiveness of learning resources. Undergraduate students also participate in the National Student Survey.

Feedback from industry partners is gathered via advisory boards and used to inform the development of new courses and specialisms that reflect employers' needs.

Student feedback is administered centrally, with summary reports distributed to different departments to help managers review and evaluate the quality of provision. Individual teaching staff receive feedback about their own modules, which is used to inform the annual self-reflection appraisal process. Overall student satisfaction levels are reviewed by the quality and enhancement committee to identify any actions and priorities for improvement.

Student and staff forums take place each semester and provide a valuable opportunity for student representatives from each programme level to provide feedback to managers on behalf of the students they represent.

Reports from external examiners are shared, and student representatives receive a summary of the outcomes of their feedback and the actions taken by the Institution in response to their feedback. This feedback allows representatives to update students on the impact of their sharing their views.

27.	**The institution has effective systems to review its own standards and assess its own performance**		
27.1	All quality management policies and procedures are clearly documented and are brought to the attention of staff and, where appropriate, students and other stakeholders.	☒ Yes	☐ No
27.2	The institution's quality assurance policies and procedures appropriately inform its strategic management.	☒ Yes	☐ No
27.3	The principles of quality assurance are embedded throughout the institution to ensure a quality ethos.	☒ Yes	☐ No
27.4	The institution undertakes regular and systematic monitoring of its operations and reviews all aspects of its performance against clearly specified and appropriate performance indicators.	☒ Yes	☐ No
27.5	Management compiles regular reports that present the results of the institution's reviews and incorporate action plans.	☒ Yes	☐ No
27.6	Particular attention is paid to the quality of the student learning experience and to ensuring that there is fair treatment of all students.	☒ Yes	☐ No

27.7	The nominated course leader produces an end-of-session, end-of-semester or end-of-year course report that includes measures of student satisfaction, completion rates and achievement levels.	☒ Yes	☐ No
27.8	The nominated programme leader, drawing upon reports from its constituent courses, produces an annual programme report, which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment.	☒ Yes	☐ No
27.9	Key performance indicators include an analysis of student outcomes in terms of year-on-year performance, which highlights any significant variations.	☒ Yes	☐ No
27.10	General performance reports include an analysis of year-on-year data, including on student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues.	☒ Yes	☐ No
27.11	Review and revalidation of programmes on a regular basis involves external assessors as appropriate.	☒ Yes	☐ No
27.12	Institutional systems ensure the effective consideration of programme reports and that appropriate actions are incorporated into action-planning.	☒ Yes	☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

The Institution adopts a very clear and comprehensive framework for quality assurance to review its own standards and assess its own performance. A broad range of quality assurance arrangements are well considered and outlined in clear policy documents and quality manuals. Policies are aligned to meet the quality assurance requirements of its partner universities, with members of the quality assurance groups at the UoS and UoY invited to annual quality meetings.

Comprehensive quality assurance processes appropriately inform the strategic management of the Institution. The executive board monitors the long-term goals of the five-year strategic plan, while the committees responsible for quality, teaching and learning, and research monitor the achievement of the annual goals.

Academic registrars are responsible for collating and disseminating various performance reports and data to allow managers at all levels to evaluate performance. Student grade statistics are recorded and analysed at individual and cohort levels. Failure rates and classification rates are reviewed and used effectively for the annual reflection process, periodic review and at programme revalidation.

Course and programme leaders complete reports based on key performance data and student perception evaluations. Particular attention is paid to the quality of the student learning experience. Student withdrawals, achievement rates and classification comparison reports are produced to compare standards over time for the previous three years.

Heads of department complete an annual reflection process, preparing a report that sets out the relevant successes, challenges or issues in relation to the programmes in each department. Student progression data is also reported at programme and department level, including an analysis of progression between levels and students moving from undergraduate to postgraduate studies.

Periodic reviews and revalidations are undertaken by a panel of academic peers, professional services staff and students. The performance of each department is reviewed every five years by the Institution's UK university partners. The review is informed by key performance data and indicators. These data-informed reports allow leaders, managers and partners to draw informed conclusions about the quality of the provision over time and to identify clear action plans for improvement and enhancement when needed.

28.	**The institution has a strong commitment to, and procedures that facilitate, continuing enhancement of its provision**		
28.1	Good practice is effectively identified and disseminated across the institution.	☒ Yes	☐ No

28.2	End-of-session course and annual programme reports include improvement and ongoing developments made and identify further areas requiring enhancement.	☒ Yes ☐ No
28.3	Action plans for enhancement are implemented and reviewed regularly within the institution's committee structure.	☒ Yes ☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

The Institution has a variety of suitable mechanisms in place to share good practice within and between departments. For example, various institutional-level committees bring together colleagues from different departments to discuss innovative pedagogical practices and research outputs.

The VLE and teaching and learning blog provide peer support and encourage collaboration and communication between peers. A detailed programme of staff development seminars is in place. Seminars and workshops are recorded and disseminated to staff to promote the sharing of best practice.

Course and programme reports, student feedback outcomes, academic staff reflections and appraisal, and a review of key performance data are all considered as part of the institutional annual reflection process. The process produces a clear and specific action plan for enhancing performance.

Action plans are reviewed regularly by the range of committees and the executive board to ensure that they are implemented and achieved.

INSPECTION AREA – ONLINE, DISTANCE AND BLENDED LEARNING

29.   The institution has suitable staff to ensure the successful delivery of online and distance learning

29.1	Staff have an understanding of the specific requirements of online, distance and blended learning.	☒ Yes ☐ No ☐ NA
29.2	Academic staff are properly and continuously trained with respect to provider policies, student needs, instructional approaches and techniques, and the use of appropriate instructional technology.	☒ Yes ☐ No ☐ NA
29.3	Tutors have an understanding of the special challenges and demands of online, distance and blended learning.	☒ Yes ☐ No ☐ NA
29.4	Staff ensure students are made aware of the necessary level of digital literacy required to follow the stated programmes.	☒ Yes ☐ No ☐ NA
29.5	Instructions and suggestions on how to study and how to use the online tutorial materials are made available to assist students to learn effectively and efficiently.	☒ Yes ☐ No ☐ NA

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met   ☐ NA

Comments

Teachers are experienced in, and have a good understanding of, the requirements of online, distance and blended learning delivery. Comprehensive initial training is further supported by online tutorial videos and other training materials to ensure that staff are supported effectively to develop and maintain their online teaching skills.

Teachers' use of the VLE supports effective learning. Teachers have a good understanding of online, distance and blended learning challenges and demands. Students report high levels of satisfaction with distance learning when in-person classes are moved online. Inspection findings confirm this view.

Clear requirements for students to have a specified level of digital literacy are stated as part of relevant programme information. Well-developed guidance on how to study online, and the use of the online tutorial materials is made available to students and assists them in learning effectively and efficiently online.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated   ☒ Yes   ☐ No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's strengths

Well-established, consistent and systematic leadership and governance arrangements provide very effective oversight of academic, administrative and financial matters.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

New teaching staff are well supported and developed to carry out their duties through comprehensive induction and mentoring arrangements. The Institution has a firm commitment to supporting and facilitating high-quality research that benefits local and international communities.

Actions required	Priority H/M/L
6.7 The Institution must implement a clearly documented formal appraisal process for administrative staff.	☐ High ☒ Medium ☐ Low
6.8 The professional development needs of administrative staff must be systematically identified and supported through the appraisal process.	☐ High ☒ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Well-qualified and experienced lecturers use their significant subject expertise to plan and implement engaging and highly effective learning. Students benefit from useful, specific and personalised feedback from teaching staff to help them improve and make progress.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

STUDENT SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

Clear and systematic attendance monitoring arrangements effectively support high levels of student attendance. Students have access to a broad range of social activities that meet their needs and interests very well.

Actions required	Priority H/M/L
15.6 The Institution must update the complaints policy and website information to provide students with access to the UoY's complaints process.	☐ High ☒ Medium ☐ Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

Students benefit from high-quality, well-maintained premises and facilities that very effectively support their studies and independent learning.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

Leaders and managers have implemented a broad range of effective quality assurance processes to monitor, maintain and improve education standards over time.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

ONLINE, DISTANCE AND BLENDED LEARNING

Institution's strengths

Students have access to high-quality online learning resources and materials that effectively support their studies and progression.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

The Institution should fully implement the new management information system. It is recommended that lecturers are supported to gain an appropriate teaching qualification.

COMPLIANCE WITH STATUTORY REQUIREMENTS