



## **BRITISH ACCREDITATION COUNCIL INSPECTION REPORT**

### **INTERIM INSPECTION (Independent Higher Education)**

**INSTITUTION:** New York College Athens & Thessaloniki

**ADDRESS:** 38 Amalias Avenue  
Syntagma  
Athens  
105 58  
Greece

**HEAD OF INSTITUTION:** Mr Elias Foutsis

**ACCREDITATION STATUS:** Accredited

**DATE OF INSPECTION:** 16 December 2020

**ACCREDITATION COMMITTEE DECISION AND DATE:** Continued accreditation, 6 April 2021

## **PART A – INTRODUCTION**

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### **1. Background to the institution**

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New York College (NYC/the Institution) is a private institution offering undergraduate and postgraduate degree courses in Business, Engineering, Tourism, Maritime, Arts, Humanities and Sciences. The Institution also offers Master of Philosophy (MPhil) and Doctor of Philosophy (PhD) programmes, as well as a wide range of professional qualifications within its vocational training provision.

The Institution was founded in 1989 to award degrees from its original partner, State University of New York Empire State College (SUNY) in the United States of America (USA). NYC continues to offer degrees through the SUNY partnership, while also developing partnerships with other partner universities based in France, the United Kingdom (UK), and the USA. These include the University of Greenwich (UOG), the University of Bolton, the Toulouse 1 University Capitole and the University of Toulouse-Jean Jaurès, both of which are also referred to as the University of Toulouse (UOT).

NYC is based on two city-centre campuses in the cities of Athens and Thessaloniki. The Athens campus is significantly larger than the one based in Thessaloniki. It is located on two sites in Amalias and Kallithea. The Institution is part of the NYC Educational Group, which has affiliated higher education institutions in other European cities such as the University of New York in Prague in Czech Republic. British Accreditation Council (BAC) accreditation applies only to NYC's provision in Greece.

NYC's mission is to offer multicultural educational opportunities for students through agreements with recognised North American, European and UK universities. It aims to deliver programmes based on European and North American standards of higher education and to produce graduates who are well-rounded and global citizens.

NYC is a limited company with a three-person Board of Directors, whose Chairman is also the NYC President. The Board of Directors is supported by a General Manager, Deputy General Manager and an Academic Board.

NYC is licensed by the Greek Ministry of Education and Religious Affairs. NYC does not have degree-awarding powers as this is not permitted under Greek law for private higher education providers. NYC therefore has franchising or validation arrangements with other institutions, and NYC students are awarded the partner institution's degrees.

### **2. Brief description of the current provision**

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NYC offers undergraduate and graduate degrees in Business, Informatics, Communication, International Relations, Psychology, Tourism, Hospitality, Shipping, International Economic Law, Crisis Management in the Health Sector, Human Nutrition and Dietetics, Biomedical Sciences, Film Studies and English Language Teaching. Most courses are taught entirely in English and can be taken in either full-time or part-time modes of study.

Athens offers the full range of programmes. Thessaloniki typically offers fewer programmes, based on market demand. Numbers on some programmes are quite small, in some cases in single figures. Bachelor's programmes in English Language and English Language Teaching with UOG, and Biomedical Sciences with UOG have the largest number of enrolments of any programme, with over 80 full-time students on each programme.

At the time of the inspection, there were 942 full-time and 100 part-time students. The majority of students are Greek, with Albania, Denmark, France, USA, Lebanon, Philippines, Uzbekistan and Turkey among the other countries represented. Just over half of the student body are female. All the students are over the age of 18 years. All programmes were being delivered online at the time of the inspection.

Most undergraduate and postgraduate students start their programme in autumn. Additional but much smaller cohorts may, depending upon demand, start in January. Doctor of Philosophy students may start in February or in September.

Admission is based on performance at secondary school level for undergraduate admission, and undergraduate level for postgraduate admission, including a personal statement and references.

### **3. Inspection process**

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The inspection was conducted remotely over one day by one inspector. Video meetings were conducted with academic management, administration and teaching staff, and students from both campuses. A virtual tour of the Athens and Thessaloniki campuses was provided, and online classes were observed. Relevant documentation was also scrutinised. The Institution fully co-operated with the inspection.

### **4. Inspection history**

<b>Inspection type</b>	<b>Date</b>
Re-accreditation	15-16 May 2006
Interim	27 April 2010
Re-accreditation	18-20 May 2011
Interim	28 April 2014
Re-accreditation	23 & 25 February 2016
Interim	17 May 2018
Re-accreditation	18-19 November 2019

## **PART B – JUDGEMENTS AND EVIDENCE**

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

### **1. Significant changes since the last inspection**

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The Institution is currently delivering all programmes of study via online learning due to national government restrictions that do not permit staff or students to attend the premises. Some staff are permitted on site at each campus to deal with urgent business matters, but most staff are working from home.

The Institution has an online programme in collaboration with the National American University; however, there are no students currently enrolled. Other programmes that are not currently running this academic year are the Bachelor of Science (BSc) in International Business Management, BSc in Medical Biology, BSc in Games Programming and MSc in Logistics and Supply Chain from UOB, Master of Business Administration from UOG and Masters in Tourism and in Catering and Hospitality Management from UOT.

### **2. Response to action points in last report**

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*1.5 1.6 NYC must develop and implement an effective risk management process to support effective planning and action-planning in response to identified threats.*

NYC has developed and implemented an appropriate risk management plan. The plan identifies, assesses, monitors and mitigates possible risks that may arise and have a detrimental impact on the efficient operation and development of the Institution. This effectively supports action-planning in response to identified threats.

*14.8 NYC must put in place effective arrangements to prevent radicalisation and extremism.*

The Institution is currently working on an anti-radicalisation and extremism policy and plans to update the NYC Human Resources (HR) manual, the staff operations manual and student handbooks with this information and guidance on how to report concerns or incidents. The new policy will also be communicated to students at the induction events in 2021. Training has also been planned for all staff in January 2021 as part of the Institution's mandatory Continuing Professional Development (CPD) requirement. This will be delivered by senior staff via an online seminar. However, NYC has not yet included this requirement on the risk management framework or the risk register.

*21.1 The Institution must ensure that the entrance to the Thessaloniki campus is restricted and secure to ensure the safety and privacy of students and staff.*

The entrance to the Thessaloniki campus is restricted and secure. The main door to the campus, which is located on the ground floor, is locked. Staff, students and visitors must use the intercom system operated by the reception staff to gain entry to the first floor of the building. Reception staff check identification of staff and students before releasing the main door. All visitors must sign in at the reception desk on the first floor before being permitted access to any other floors of the building.

*27.4 27.5 NYC must undertake regular and systematic monitoring of its entire operations and review all aspects of its performance against clearly specified and appropriate performance indicators and implement action plans to monitor and enhance quality.*

NYC introduced a common reporting procedures framework policy in November 2019 and this has been fully implemented. The policy clearly states that staff use the standardised framework to evaluate all aspects of the performance of the programmes against key indicators. The outcome is an annual internal report that covers all the key indicators, accompanied by relevant comments, information and suggestions for improvements. This report is used to create action plans and to inform strategic decision-making.

### **3. Response to recommended areas for improvement in last report**

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*NYC should ensure that students transitioning from being taught in Greek to being taught in English are sufficiently competent in English to ensure they can derive maximum benefit from their learning.*

All students are offered appropriate free courses in the English language and academic support lessons in English. Where courses are taught in Greek, students are provided with English language lessons as part of their programme timetable to support the transition to being taught in English or working with the English language. In addition, NYC offers subject-specific training that is relevant to programmes, for example English for Business.

*NYC should review the possibility of student participation in class as an assessment criterion on all programmes as an incentive to students.*

NYC ensures that student participation in classes is encouraged and this is now monitored via the lesson observation criteria. This has also been included as a criterion for formative assessment, where applicable, for example formative assessment includes effective communication skills, teamwork and presentation skills.

*NYC should consider mechanisms to provide more subject-specific information for students who are interested in further international study, and to enable more social interaction with peers in partner institutions on this and other issues.*

NYC has reviewed its mechanisms of providing information to students regarding progression, inclusive of international study, this now includes subject-specific information and guidance. NYC has also enhanced student social interaction across its Athens and Thessaloniki campuses. Prior to March 2020, this was enabled via face-to-face meetings and events. This has now moved to virtual interactions. Examples of activities included science cafeterias, adviser sessions and study abroad sessions.

NYC has not yet implemented plans to enhance social interaction with partner institutions. However, it plans to introduce virtual opportunities in 2021.

*NYC should ensure that all students get prompt access to the library resources of all partner institutions to support student learning.*

All students have access to the Institution's partners' library resources, where possible. Information and access arrangements are disseminated during the student induction to ensure prompt access.

*The Institution should consider further utilisation of the VLE as a platform to be accessed outside the classroom and using the same VLE across both campuses to improve functionality and reflect NYC's alignment strategy.*

Accessing the virtual learning environment (VLE) is continuously encouraged and there has been an increase in the use of the VLE over the last 12 months. NYC has considered introducing one VLE for both campuses. However, due to technical and financial implications, this has not been implemented. Staff and student feedback is good regarding the existing VLE platforms. These stakeholders confirm that the two platforms are able to be used effectively and are regularly updated. There is no recognised negative impact from retaining two platforms.

*NYC should consider establishing an advisory group of alumni and employers to provide their perspective on NYC graduates' quality and employability in the interests of curriculum development and enhancement.*

NYC discussions regarding an advisory group of alumni and employers have been delayed due to national restrictions. The Institution plans to continue discussions in 2021 and aims to implement the group from the 2021/2022 academic year. This will support the Institution to gather information on NYC graduates' quality and employability and further support curriculum development and enhancement.

#### **4. Compliance with BAC accreditation requirements**

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##### **4.1 Governance, Strategy and Financial Management (spot check)**

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**The standards are judged to be:**

Met     Partially Met     Not Met

**Comments**

The Institution is effectively managed and responsibly governed. The governance structure and responsibilities are clearly defined in the organisation charts, including the academic and administrative roles on both campuses. The NYC organisation structure is effectively communicated to relevant stakeholders through induction, in handbooks and in the operations manual.

The Academic Board is responsible for decision-making on academic matters, with oversight from the Board of Directors. The roles and responsibilities of all staff are documented in detailed job descriptions.

NYC ensures stakeholders develop and implement policy through appropriate structures and processes. Feedback from staff and students is collated by Programme Leaders, who use this to develop and implement policy with the Academic Board and Administrative Board. Partner institutions have input through annual programme and institutional reviews. The views of employers and alumni are also sought and contribute to the development and implementation of policies.

NYC has developed and implemented a risk management plan to identify, assess, monitor and mitigate possible risks that may arise and have a detrimental impact on the efficient operation and development of the Institution. Risks are regularly reviewed by senior management.

NYC has clear channels of communication across all levels of staff. There is appropriate representation of staff on the Academic Board and Administrative Board. The Dean of Academic Affairs, Quality and Research is a member of both the Academic Board and the Administrative Board. Appropriate communication channels also ensure that students and partner institutions are kept well informed through regular meetings, e-mails and other useful forums.

NYC has a clear and achievable strategy for the development of its higher education provision, which is supported by appropriate implementation plans and financial management. It has a clear focus on the quality of the student experience. The strategic plan for 2014-2020 clearly specifies strategic priorities and goals with action plans and includes financial management.

There is clear provision for stakeholder input, including governors, management, staff and students, to inform the strategic direction of the Institution. The current strategic plan was developed using a wide range of stakeholder input from market research and intelligence, strategic analysis models as well as feedback from students and partner institutions. The strategic plan is well communicated at the developmental stage through the major committees, including student representatives and partner institutions. It is available to stakeholders online and in hard copy.

The Board of Directors conducts a regular and systematic review of its own performance and the Institution's overall performance, and each review includes measurement against strategic targets. The review outcomes inform future strategic plan developments.

The Institution has effective arrangements for its financial management. The Board of Directors is responsible for financial planning and oversight. NYC's finances are subject to regular independent external audit.

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4.2 General and Academic Management and Administration (spot check)

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**The standards are judged to be:**

Met     Partially Met     Not Met

**Comments**

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The Institution is effectively managed, with a clearly defined management structure set out in the organisation chart showing the staff hierarchy and job roles. All staff have job descriptions, including clear reporting arrangements at faculty, departmental and programme levels. The management structure is well understood by all staff and students and is included in relevant handbooks. There is an appropriate and effective committee structure with clear terms of reference.

The Institution's annual monitoring reports include an analysis of the performance of all programmes. The reports are effectively disseminated internally and externally. Annual monitoring reports include action plans that ensure that the programmes remain fit for purpose.

The Institution has effective administration systems and processes to ensure staff and students are supported on a daily and longer-term basis. The roles of administrative staff are clearly defined, documented and understood via the NYC organisation charts, job descriptions and contracts. The administrative roles are appropriately focused to support management activities well. There are clear and documented policies including appropriate administration procedures and systems. These are included in the staff handbooks and are disseminated effectively as part of staff induction.

Classes for all programmes are timetabled effectively, with classrooms and other learning areas allocated appropriately for the programmes offered.

Data collection and collation systems are well documented, effective and accurate. The Institution has a robust security system and policies in place for protecting the data of its students and staff. All administration records are stored on a secure and comprehensive central database system. All staff and student records are checked daily to ensure they are accurate and up to date.

The Institution has effective processes through which it verifies student identification for programme registrations and certification. Student identity is verified at the start of all programmes via the enrolment checks. Further verification is undertaken upon course completion and prior to awarding certificates. There are secure and efficient procedures for the administration of examinations and other internal assessments.

The Institution makes student records and transcripts available to its students in a timely manner. At the end of the programmes, students are issued with a transcript that specifies all the modules completed and credits achieved. This process is timely and documented with dated records.

There is a policy on the collection and refund of students' fees, which is implemented effectively. Information referring to student fees is published in the NYC regulations. This ensures all stakeholders have a clear understanding of the Institution's arrangement regarding tuition fees.

NYC employs and continues to support appropriately qualified and experienced staff and has detailed recruitment policies in place. All levels of staff are highly qualified academically and are appropriately experienced within their subject specialisms.

There are effective procedures for the induction of all staff. New staff are mentored by Programme Managers to ensure the high quality of the staff's performance. Staff confirmed that they are treated fairly and are aware of the equal opportunities policy. They confirmed that they are highly satisfied that the policy is implemented effectively. Inspection findings confirm this view.

Senior management monitors and reviews the performance of all staff through a clearly documented and transparent annual appraisal system, which includes regular classroom observations of teaching staff. The appraisal system also includes the identification of any CPD needs, which are appropriately supported by NYC's senior management to aid enhancement of teaching and learning.

Academic management is effective across all programmes of study. The Institution works closely with its partner institutions regarding the proposal, design and validation of new programmes based on student and market demand. Procedures comply with the requirements of the partner university. Intended learning

outcomes for all programmes are clearly articulated, understood by students and publicly available via programme specifications. Students confirmed that they understand the specifications and module structures, as well as the associated assessment criteria and that these support their progression.

There is a clear meeting structure for academic management. Meetings are included on the academic calendar for the year to ensure staff receive regular updates and communications. These are currently in place using online video-conferencing platforms.

There is an appropriate policy and effective procedures in place for the allocation of academic resources to support all programmes. Resource allocations also form part of the programme validation process and subsequent programme annual monitoring reports. Staff and students confirmed that resources are good and sufficient for their programme of study.

Students are encouraged to take an active role in the development of the academic provision through their individual and collaborative feedback and via their student representatives. Students confirmed that they are regularly updated on the Institution's response to their feedback. These processes support student-centred learning effectively.

The Institution has highly effective recruitment and enrolment systems in place to ensure students are placed on appropriate levels of programmes and have the skills and knowledge to successfully undertake their chosen programme. The entry requirements are approved by each partner university at the programme validation stage. Entry requirements for all programmes are clearly stated on the Institution's website and published prospectuses.

Prospective students are well informed regarding the nature and requirements of the programme in which they are interested. They are provided with appropriate advice on choosing their programme. 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 programme. Students confirmed that their application enquiries were responded to promptly and appropriately.

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 and is implemented effectively.

The Institution encourages and supports its staff to undertake research and to engage in other professional development activities. NYC encourages academic staff to undertake research in their subject specialisms and in pedagogy and to publish their findings where appropriate. Research activity has increased within the last year and the Institution has worked hard to engage staff and students using online methods while staff and students are working remotely. There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities. The procedure is documented in the staff handbook. Research and professional development are also discussed at annual appraisal meetings.

The NYC website, social media channel and associated promotional materials provide an accurate depiction of the Institution's location, premises, facilities, resources and programmes offered. Prospectuses provide detailed information regarding awarding bodies, modules, assessment, awarded credits, progression and fees. The information is updated annually by the Programme Managers and partner university programme leads to ensure accuracy.

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#### 4.3 Teaching, Learning and Assessment (spot check)

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**The standards are judged to be:**

Met     Partially Met     Not Met

**Comments**

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NYC academic staff are highly effective in facilitating student learning. Lecturers have the necessary subject and pedagogic knowledge, communication skills and experience to provide high-quality teaching. Most teaching staff are practitioners within their specialisms, which enables them to remain up to date with current practice and to support NYC's objective to develop students' skills and knowledge to an industry standard.

The allocation of teaching staff to programmes provides for an effective learning experience and is monitored via student performance, feedback, programme evaluation reports and staff appraisals. These processes are used effectively to inform improvements for programme delivery and assessment methods.

Programmes are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills that will be required for formative and summative assessments and examinations. Assessment methods are clearly outlined in the module content, with formative assessment methods effectively supporting students to successfully complete their final assessments. Teaching is appropriately linked to the intended learning outcomes.

Staff are highly effective in recognising preferred learning styles and continuously adapt their delivery approaches and assessment methods to meet individual learning needs. Delivery approaches include group work and other related collaborative activities, and independent learning is continuously encouraged. Students and academic staff have access to a wide range of appropriate learning and study materials that are specific to their subject areas, and they are encouraged to use them.

Students are provided with an assessment schedule in the programme handbook in advance of their study, with clear submission dates for formative and summative assessments. This enables them to plan their work and assignments effectively. Assessment strategies are relevant to the content and nature of the programmes and are focused on measuring students' achievement of the intended learning outcomes. Students confirmed that assignments reflect course content, and that these are clear, stimulating and engaging.

Students receive detailed and supportive spoken and written feedback on their formative and summative assessments, as well as on their overall performance and progress. These processes are effectively monitored using standardised documents.

The Institution takes appropriate steps to identify and discourage cheating, including plagiarism. Students are informed about the plagiarism policy at induction. Appropriate information on penalties for cheating and other misdemeanours is included in handbooks. In addition, all students submit assignment using specialist anti-plagiarism software.

There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded. Information is provided at the induction stage and effectively disseminated through the handbooks to ensure students are fully aware of the correct processes.

Programme materials are appropriately designed to meet the requirements of the programme level and subject content. Programme materials are standardised using templates and are appropriately presented and comprehensive and effectively support programme objectives. Programme materials are reviewed prior to distribution to ensure both their accuracy and that they reflect current knowledge and practice.

NYC programmes include wide-ranging delivery approaches, differentiated assessment methods and engaging learning resources to ensure that the student learning experience is current and highly relevant to each subject and level of programme.

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#### 4.4 Student Support, Guidance and Progression (spot check)

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**The standards are judged to be:**

Met     Partially Met     Not Met

## Comments

NYC provides a comprehensive pastoral support service that supports the psychological and emotional well-being of students effectively. There are appropriate staff members responsible for student welfare who are accessible to all students and available to provide advice and counselling.

Students are provided with a comprehensive induction week to the Institution and their programme of study. The induction provides students with information on the pastoral support available to them, including the provision of emergency support. The induction programme also includes guidance on the use of facilities such as the library and IT provision, and reference to the Institution's published anti-discrimination and anti-bullying and harassment policies.

Administrative, teaching, technical and student affairs staff are available to assist students to resolve issues of a general and technological nature. Students reported that enquiries are promptly and sympathetically dealt with. There are effective systems to communicate with students outside class hours.

The Institution is currently working on an anti-radicalisation and extremism policy. It plans to update the staff human resources manual, staff operations manual and student handbooks with this information, along with guidance on how to report concerns or incidents. The new policy will also be communicated to students at the induction events in 2021. Training has also been planned for all staff in January 2021 as part of the Institution's mandatory CPD requirement. This will be delivered by senior staff via an online seminar.

14.8 NYC has not yet established an anti-radicalisation and extremism policy and has not included this requirement on the risk management framework or the risk register. Training of all staff has not yet taken place.

Students have access to appropriate support to enable the regular review of their academic progress. Upon enrolment, students are assigned to an academic adviser whom they are required to meet at least twice a term. Partner university interactive tutorials on academic development are also available online. Assessment outcomes are monitored via the online system managed by the registrar and by academic advisers. This system enables the identification of students who are not making satisfactory progress so that prompt intervention is made where appropriate.

Academic support, advice and guidance on alternative programmes are provided as appropriate to students who are judged not to be making sufficient progress, or who wish to change their mode of study.

Developing students' employability is a key NYC aim and students are provided with access to comprehensive advice and guidance on careers, progression and further study opportunities.

The NYC complaints procedure focuses on complaints about the services provided by the Institution, and information is included in handbooks and on the e-learning platform. Partner universities have detailed information about complaints regulations and processes on their websites, including information relating to the use of the Office of the Independent Adjudicator (OIA). The procedure for all complaints, inclusive of the BAC complaints procedure, is communicated at staff and student inductions.

Students are asked and encouraged to disclose any Special Educational Needs and Disabilities (SEND) on the application form. Partner universities have appropriate policies related to the provision of individual support and reasonable adjustments for students with SEND, including adjustments to assessments. NYC implements these policies effectively.

International students are provided with specific advice and assistance. Before their arrival, they receive appropriate advice on travelling to, and living in Greece. There is also appropriate information for international students on the NYC website, including application requirements and procedures, and information on travel, accommodation, and visas and residence permits. An induction event is held for new international students, which provides opportunities to ask questions about living and studying in Greece, and to meet other international students and staff.

NYC has a clear and published policy on required student attendance and punctuality that includes effective procedures and systems to report and monitor absences. The policy reflects the regulations of the degree-awarding partner universities. Appropriate and clear links to the relevant partner's requirements are published in programme handbooks. Accurate and secure records of attendance and punctuality for each session are recorded for all students by their lecturers or advisers. These records are stored on the Institution's secure online database.

NYC provides an appropriate social programme for students as well as information on activities in the locality. Students are provided with appropriate information on social events online and via the students' union and notice boards. The student union plays a leading role in organising social activities, including societies, events and excursions. The social programme is responsive to the needs and wishes of students. Any social activities organised by the Institution are supervised by a responsible representative with suitable qualifications and experience.

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#### 4.5 Premises, Facilities and Learning Resources (spot check)

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**The standards are judged to be:**  Met  Partially Met  Not Met

**Comments**

NYC has secure leases on its premises. It has the legal right to use them for the delivery of higher education. NYC has access to suitable external premises if required for a particular event.

Access to the premises for both campuses is appropriately restricted and secure, and both premises are maintained in a good state of repair, decoration and cleanliness. There is adequate health and safety signage providing directions and information for staff, students and visitors internally and externally in all buildings, including fire evacuation procedures.

There is good circulation space for students and staff and suitable spaces in which to receive visitors. There are appropriately allocated toilet facilities across the premises that are clean and maintained daily.

A virtual tour of the premises confirms classrooms, learning areas and additional facilities are appropriate to allow effective delivery of all programmes.

Students have access to the NYC digital library and to the relevant partner institution's resources, inclusive of books, journals and periodicals and online material relevant to their programme. The library systems and processes support the teaching and learning effectively and ensure that students can learn independently.

The Information Technology (IT) resources are managed effectively by the IT department and provide fit-for-purpose learning resources for all programmes of study. All programmes are currently being delivered online and the Institution has ensured all staff and students have access to the required hardware and software. Technical support is highly effective and ensures staff and students can maintain efficient and consistent access to IT to support online teaching and learning.

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#### 4.6 Quality Management, Assurance and Enhancement (spot check)

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**The standards are judged to be:**  Met  Partially Met  Not Met

**Comments**

The views of all NYC stakeholders are canvassed and recorded regularly and objectively through formal surveys and informal feedback. Outcomes are analysed at programme and departmental level, including in the internal evaluation that takes place during the preparation of annual monitoring reports. Action plans are implemented as necessary by NYC and partner institutions.

Student feedback is obtained through appropriate formal student surveys and the NYC students' union. Student representatives also have regular meetings with the link tutors from partner institutions and so can

feed their views directly to the degree-awarding body. The views of alumni are effectively gathered by the alumni office. NYC has regular interaction with employers and obtains their feedback via an employer satisfaction survey.

The Institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken in response to their feedback, including through focus groups and seminars. Information is also disseminated through the Institution's internal communications, website and social media.

NYC has effective systems in place to review its own standards and assess its own performance. The operational management and implementation of quality management procedures are under the leadership of the quality assurance office. The Academic Board is the highest academic body, with responsibility for the approval, monitoring and review of quality management procedures. Quality Management policies and procedures are clearly documented in the NYC quality assurance manual that is accessible to all staff via the intranet. The policies and procedures inform strategic management through the Academic Board. Quality monitoring and enhancement are an intrinsic part of the 2014-2020 strategic plan.

NYC introduced a common reporting procedures framework policy in November 2019, which requires that all programmes use a standardised framework to evaluate all aspects of performance against key indicators. The outcomes inform the annual internal report that includes all key indicators accompanied by relevant comments, information and suggestions for improvements. This report is used to create action plans and to inform strategic decision-making.

Particular attention is paid to the quality of the student learning experience and to ensuring that there is fair treatment of all students. The Institution involves students in quality assurance activities, through the analysis of student feedback questionnaires, programme performance data, liaison with the students' union, communications with link tutors of partner institutions, and representation at the Academic Board.

The review and revalidation of programmes take place on a regular basis. A critical appraisal of the partnership takes place before the renewal of an agreement with a partner university. This takes place at least once every four years. The panel includes at least one academic member from another institution to bring an external perspective to the review.

NYC quality systems and processes ensure clear consideration of programme reports and ensure that appropriate actions are addressed. This information is disseminated effectively internally and shared at quality meetings, and action plans are implemented at all levels as required. Monthly and annual programme reports are inclusive of ongoing developments and identified improvements to strategically support enhancement of the Institution and quality development. Action plans for enhancement are implemented and reviewed regularly within the programme meetings and the Academic Board meetings to ensure objectives are achieved.

NYC and its partners have a systematic approach to quality monitoring and enhancement in the collection of data, reporting arrangements and actioning improvements.

NYC has a strong commitment to continuing enhancement of its provision. This is supported by effective systems and processes to facilitate enhancement across all levels of the Institution. Examples include regular communications with staff via scheduled meetings, development events, staff appraisals, research activity, CPD and conferences.

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#### 4.7 Online, Distance and Blended Learning (spot check)

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**The standards are judged to be:**

Met     Partially Met     Not Met     NA

**Comments**

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The Institution has ensured that all staff had a thorough understanding of the specific requirements of online learning methodologies. The majority of staff have some experience of online, distance and blended learning and this experience has been utilised effectively in the delivery of the online programmes and assessments. NYC has provided staff and students with highly effective training using the latest technologies to enable a high standard of online teaching and learning.

Academic and support staff have worked to ensure the demands of online learning are effectively managed. Wherever possible, virtual video communication is encouraged. Support provided online includes additional support sessions, well-being sessions, regular communication with tutors, follow-up of any absences, regular updates of VLE resources, and the dissemination of general institutional updates.

All students have received training as part of their induction to ensure that they can benefit from the online delivery of teaching and learning. This has ensured that students are aware of the necessary level of digital literacy required to follow their programme successfully.

Technical support is excellent. Appropriate technical support has been provided to staff and students at all times. This has had a positive impact on the productivity and motivation of staff and students across the Institution. As a result, attendance at online classes, seminars and social activities has been very high.

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#### 4.8 Compliance Declaration

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**Declaration of compliance has been signed and dated.**

Yes     No

**PART C – SUMMARY OF STRENGTHS AND ACTION POINTS**

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**STRENGTHS**

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Staff are highly committed to the safety and well-being of students, as well as supporting academic achievement and progression, resulting in students being highly motivated and well supported.

NYC has continued to work hard on the research provision with a clear vision for ongoing improvements, resulting in an increase in staff and student’s involvement over the last 12 months.

Technical support is excellent, and the Institution has ensured that all staff and students have appropriate access to online learning resources.

NYC has provided staff and students with highly effective training, using the latest technologies to enable a high standard of online teaching and learning.

**ACTIONS REQUIRED**

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14.8 NYC must continue to put in place effective arrangements to prevent radicalisation and extremism.

High     Medium     Low

**RECOMMENDED AREAS FOR IMPROVEMENT *(to be reviewed at the next inspection)***

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It is recommended that NYC continues to implement plans to enhance student interaction with staff and students from partner institutions to support wider student interest.

It is recommended that NYC continues discussions in 2021 regarding setting up an advisory group of alumni and employers with the aim of establishing this group from the academic year of 2021 to 2022.

**COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE**

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