

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Re-accreditation Inspection

NAME OF INSTITUTION: New York College, Greece

ADDRESS: 38 Amalias Avenue
Syntagma
Athens
105 58
Greece

HEAD OF INSTITUTION: Elias Foutsis

DATE OF INSPECTION: 2–4 December 2025

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- ☐ Award of accreditation to be withdrawn

DATE: 25 June 2026

PART A – INTRODUCTION

1. Background to the institution

New York College, Greece (NYC/the Institution) is a privately owned limited company. It is a member of the New York College Group. NYC is a provider of higher education and offers programmes at undergraduate and postgraduate level. Programmes are offered through six schools. These are Business, Engineering, Informatics, Humanities and Social Sciences, Tourism and Maritime Studies. The programmes offered include opportunities for study at undergraduate, Master's and doctorate level, alongside a range of professional qualifications.

The Institution was established in 1989 to award degrees through a partnership with the State University of New York (SUNY) New Paltz in the United States of America (USA), and later with SUNY Empire State University in 1991. NYC has continued to develop its range of provision through partnerships it has developed with two United Kingdom (UK) universities, the University of Greenwich and the University of Greater Manchester. A partnership developed with Toulouse Capitole University in France is coming to an end.

British Accreditation Council (BAC) accreditation applies only to NYC provision delivered in Greece.

NYC in Athens has two city-centre campuses in the Amalias and Kallithea areas respectively and a single campus in the centre of Thessaloniki in Northern Greece. The Athens campuses offer a wider range of provision, and student numbers are significantly larger there than they are at the Thessaloniki campus. The Kallithea campus houses the science and hospitality provision, providing appropriate laboratory and other teaching spaces. The main administrative site is at the Amalias campus in Athens.

The Institution's mission is to offer multicultural educational opportunities for students through agreements with recognised North American, European and UK universities. NYC aims to deliver programmes based on European and North American standards of higher education and to produce graduates who are well-rounded 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 for Administration and the Provost. A clear committee structure is in place with the Academic Board and the Administrative Board being the two senior committees.

The Academic Council is responsible for approving reports from programme areas, the provision offered each semester and modifications to programmes that do not require agreement of the awarding body. The audit committee has responsibility for financial and risk management, and School meetings report key outcomes and developments to the Academic Board. All committees are supported by clear membership stipulations and terms of reference.

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

2. Brief description of the current provision

The Institution offers a wide range of undergraduate and postgraduate degrees through its six Schools. The provision includes Biomedical Sciences, Sports Science and Coaching, Business Administration, Communications, Computing, Cyber Security, and Computer Science, Dietetics, Education and English Language Teaching, Applied Linguistics, Film Studies, International Shipping, International Relations, Physiotherapy, Psychology, Hospitality Management, Retail, Shipping and Supply Chain Management.

The full range of provision at undergraduate and postgraduate level is offered across both the Athens campuses, with a smaller range of programmes delivered in Thessaloniki, based on market demand. The provision franchised from Toulouse Capitole University is now on teach-out. The following provision is offered in both Athens and

Thessaloniki: Biomedical Science, English Language, Human Nutrition and Dietetics Science, International Relations, Psychology, Computing, Hospitality and Human Resource (HR) Management and an Executive Master's in Business Administration (MBA).

All programmes are delivered in person and the large majority of provision is delivered in English.

At the time of the inspection, there were 1,802 full-time and 111 part-time students. The large majority of students are from Greece, with international students coming from a range of European, Middle Eastern and African countries, including Albania, Egypt, Morocco, Armenia, Nigeria, Iraq, North Macedonia, Serbia, Turkey and Rwanda. The majority of students are female. All students are aged over 18 years.

The majority of students are recruited for the September intake. A small number are recruited for a January start. Doctorate students can enrol in September or February.

Required entry qualifications are made clear on the website, including for levels of English language proficiency, which is mostly set at Level 6 of the International English Language Testing System (IELTS). All applicants must have appropriate secondary school certificates, or for postgraduate study, an upper classification Bachelor's degree.

3. Inspection process

The inspection was undertaken over three days by three inspectors, with a student inspector joining online and two inspectors onsite. Two campuses in Athens and one in Thessaloniki were visited. Meetings were held with senior managers, including the President, the Provost and Heads of School, along with staff responsible for quality, partnerships, HR and campus management. Meetings were also held with teaching staff, senior academics and administrative staff, and administration records were seen. Meetings also took place with three groups of students, including those enrolled on postgraduate provision. Six lesson observations were undertaken, and a wide range of documentation was scrutinised. The Institution co-operated positively throughout the inspection process.

4. Inspection history

Inspection type	Date
Re-accreditation	15–16 May 2006
Supplementary	15 November 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
Interim	16 December 2020

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 organisational structure is clearly defined, documented and understood by all stakeholders, including the role and extent of authority of any owners, trustees, advisers or governing body.	☒ Yes	☐ No
1.2	Those responsible for governance understand the institution's strengths and weaknesses and provide support and hold senior managers accountable for improving the quality of learning.	☒ Yes	☐ No
1.3	Appropriate measures are in place to protect the integrity of academic freedom.	☒ Yes	☐ No
1.4	The link between governance and management is clearly articulated and documented.	☒ Yes	☐ No
1.5	Internal stakeholders develop and implement policy through appropriate structures and processes while involving external stakeholders.	☒ Yes	☐ No
1.6	The institution has a written risk management strategy that includes financial planning that is effectively implemented and regularly reviewed and updated.	☒ Yes	☐ No
1.7	The institution has the necessary formal and transparent agreements in place with its educational partners.	☒ Yes	☐ No ☐ NA
1.8	The institution has effective communication channels between all stakeholders.	☒ Yes	☐ No

This standard is judged to be:

☒ Met

☐ Partially Met

☐ Not Met

Comments

The Institution has a clearly defined ownership and governance structure that is made available to all stakeholders, including staff, students and partner institutions, through handbooks, formal documents and meetings. This supports understanding of the extent of the responsibilities of the owners of the Institution and its Board of Directors.

The Institution is privately owned. It has a Board of Directors that is chaired by the President and that oversees the strategic direction of the Institution, including the development of new provision based on market intelligence and feedback from students, staff and employers. The Board receives regular reports on programme performance from senior managers, which include information on student satisfaction rates. This supports the Board's understanding of the quality and performance of all provision. Through its oversight, the Board is able to hold senior managers accountable for academic standards and the overall quality of teaching and learning.

The Institution has an appropriate policy governing academic freedom that aligns with that of its partner universities. The policy is made available to staff and students via handbooks and on the Virtual Learning Environment (VLE), as well as being covered as part of induction. This effectively builds understanding and protects both staff and students' academic integrity.

The links between governance and management are very clearly documented in the staff handbook and in the HR manual and the instructor's handbook. Committees' remit provide further clarification of the Institution's decision-making structure and promote understanding of the responsibilities of committees.

Policies are reviewed at least annually, and feedback is sought from all stakeholders. Internal stakeholders develop and update policies, which are approved by the Academic Board and the Administrative Board as appropriate. Consideration is given to the policies of partner universities as well as to the feedback from external stakeholders received as part of programme reviews. The input of internal and external stakeholders and alignment with partner university policies ensure that policy development and implementation are fit for purpose.

A clear risk management framework has been developed. This allows the Institution to identify, assess, monitor and mitigate the identified risks. Several types of risk are identified, including financial risks. A risk register ensures that actions taken are clearly documented and the impact of risk-related actions are evaluated. The Board of Directors and the audit committee are responsible for reviewing the risk register and for tracking all risks. The management of risks is clear, and risks are effectively documented and regularly updated to protect the interests of the Institution.

Agreements with partner universities are set out in official documents, which are signed by both NYC's President and by senior staff at the partner university. The terms and conditions of the partnership are clearly recorded and ensure that agreements are transparent and guide the relationship and expectations of the partnership.

NYC has clear and effective channels of communication across the Institution. Heads of School are members of the Academic Board and heads of operational areas are members of the Administrative Board, where key communications are shared and developments are approved.

Information is cascaded to programme leaders, who hold regular staff meetings as well as meetings with student representatives as part of programme team meetings. The structure of meetings facilitates information-sharing, ensuring that both staff and students receive appropriate updates through clear and appropriate communication channels.

2. The institution has a clear and achievable strategy

2.1	There is an appropriate strategy that includes the quality of the student experience and supporting plans for institutional development.	☒ 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 effectively communicated to all relevant stakeholders.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

A clear five-year strategic plan has been developed that sets out the key priorities for NYC between 2025 and 2030. The strategy includes consideration of the quality of the student learning experience as student satisfaction is an important element of institutional development in the competitive higher education market in Greece.

Surveys and meetings of stakeholders, including senior managers, directors, and academic and support staff, have informed the development of key strategic targets, including those linked to academic success, research and innovation, employability and digitalisation.

The resulting strategic plan is also aligned with both continuity and the development of provision to meet the needs of emerging markets and as a result is clear and focused on supporting NYC to maintain and build its position in the Greek higher education market.

Partner institutions continue to be major contributors to the strategic analysis. As a result, stakeholders inform the strategic development of the Institution effectively.

The NYC strategic plan is made available to stakeholders through meetings with employers and representatives of partner universities, as well as being made available to staff and students electronically. This ensures clear communication of the Institution's strategic objectives.

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 audits.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The Institution has well-defined and effective systems for financial management. The Board of Directors is responsible for financial planning and oversight, with the President having responsibility for managing the annual budget, which is subject to external audit.

The Finance Manager ensures the effective operation of ongoing budget allocations and monitoring. The clearly defined roles and responsibilities ensure that NYC conducts its financial matters professionally, transparently and with probity.

INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

4. The institution is effectively managed

4.1	The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	☒ Yes	☐ No
4.2	There is an appropriate and effective committee structure with appropriate reporting lines to inform management decision-making.	☒ Yes	☐ No
4.3	Committees have clear and appropriate terms of reference.	☒ Yes	☐ No
4.4	Committees meet regularly and the meetings are accurately recorded, with clear action-planning	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

NYC is effectively managed. A review of Curricula Vitae (CVs) and discussions with senior managers demonstrate that the President, the Provost, the Academic Affairs Manager, the Registrar and Heads of School are all well qualified and have substantial relevant experience of teaching and management.

Senior managers have a very clear understanding of their specific responsibilities and are effective in carrying these out across all campuses.

There is a clear committee structure at institutional, school, departmental and course levels that is clearly documented in the operations manual, the instructor handbook and in the committee structure document, with the latter made available to all staff.

All the committees have clear remits, with membership specifications, the frequency of meetings and reporting lines stipulated.

Written records meetings are taken and circulated, which supports the sharing of key decisions and monitoring of the impact of actions taken. Therefore, senior managers are able to share decisions with their teams and to review the impact of actions taken in supporting the management of the Institution's provision on an ongoing basis.

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

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

The Institution is administered effectively. The size of the administrative team is sufficient to support the effective operations of NYC. NYC has a well-structured administrative team that supports a wide range of functions, including admissions, recording student data, production of marketing and promotional materials, course administration, and student welfare and support. Individual managers participate in regular meetings, and information is shared to support the effective management of the Institution at all levels.

Administrative procedures are well documented and shared with staff and students at induction and through handbooks. Staff and students confirmed that they are aware of the administrative functions and that they are well supported by the management of information and the responses to queries.

The student welfare team and student advisers are available to all students and provide support with both academic and pastoral matters. The available and accessible support ensures students have access to appropriate information as needed and are notified of any information updates via e-mail or through their lectures and student portals.

Classes are timetabled centrally and approved by the Heads of School to ensure that allocated rooms are of an appropriate size. Where appropriate, students have access to specialist resources such as laboratories and computer rooms. Details of timetabled rooms are made available to students through the VLE to ensure that students have access to accurate and up-to-date information on room availability.

Data collection and collation systems are well developed, documented and managed. The registry team, led by the Registrar, ensures that all data is regularly updated, including in the recording of student information and grades to meet the data-reporting requirements of the Institution, its partners and the Greek Ministry of Education. Regular reports are supported with appropriate data analysis and circulated to managers as appropriate.

The data management team manages student data, which is centrally recorded on a secure platform. The data includes information gained through the admissions, attendance recording and assessment systems. Data is regularly checked and updated by the registry team and access to it is protected, which ensures its confidentiality.

The data management team is able to produce reports and updates to meet the needs of senior management and to inform quality monitoring and strategic management decisions.

Staff records are electronically recorded, with oversight maintained by the HR department under the supervision of the HR Manager. Records are kept up to date, with staff being able to provide updates to the HR Manager as needed. Annual messages are sent to staff asking them to provide any updates to ensure the accuracy and currency of the information held by the Institution. Robust security policies and systems for staff and student data are in place and comply with data protection legislation. Record systems are centralised and suitably protected by approved access protocols. Consequently, all personal information relating to students and staff is secure and managed appropriately.

There are clear and secure systems in place to ensure that all individual student identities are verified at enrolment and before all summative assessments and examinations. All students have an individual identification number, which they use to access their submission links. As classes are small, staff are familiar with their students and are able to verify their identities before examinations.

Students must log into the partner university sites to confirm they have completed their qualification, and the partner university is responsible for issuing certificates and transcripts. The verification of all students' identity ensures that the awarding of credit is securely managed.

Clear and appropriate procedures are in place for the organisation and invigilation of examinations. These are managed in line with the assessment policy requirements and the requirements of partner universities and awarding bodies. All examination and assessment materials are securely stored and made accessible in line with awarding body requirements and organisational schedules.

Students are notified of any examination dates as these are agreed with the partner universities, and students are made aware of assessments conducted as examinations in the information made available to them online. Students confirm that they are aware of the assessment schedules and nature of assessments they are required to complete, and that the assessments are clearly managed.

There are clear internal and external verification policies and processes in place that ensure all assessments are appropriately structured and managed. All assessment briefs are internally and externally verified before being released to students to ensure that learning outcomes are effectively assessed. A sample of all assessed work is internally moderated and externally verified by partner university staff and the appointed external examiners. This ensures the fairness and consistency of grading decisions.

Students are able to access their grades and assessed work through the partner university portals. Work is submitted online and goes through anti-plagiarism software to ensure its originality. Marking takes place in accordance with the assessment policies of the partner universities, with students confirming that their work is marked and feedback is available through the secure partner university portals in a timely manner.

NYC has a clear fees and refunds policy, which is made available to students and their parents on application. The policy is implemented effectively. Students confirmed that they are aware of the fees and refunds policy. Additional advice is provided as part of the application process. Additional information and advice are also available from the Institution as appropriate, which supports students' understanding of the policy.

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.	☒ Yes	☐ No
6.2	All staff, including teaching staff, are suitably qualified and experienced and understand their specific responsibilities.	☒ 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	The institution is fully committed to the fair treatment of staff in line with a published equality and diversity policy.	☒ Yes	☐ No
6.6	Staff have access to an appropriate grievances 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 all staff are identified, 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

The Institution employs and continues to support appropriately qualified and experienced staff. The NYC HR manual clearly documents all HR policies, processes and procedures. It clearly describes how a recruitment request from a department is taken through to interview and appointment.

Continuing employment policies, including those on leave entitlement, disability, equal opportunities, grievance and Continuing Professional Development (CPD), are fully described. This ensures all appointments follow a well-designed and suitable process that supports the recruitment of suitably qualified and experienced staff.

The appointment procedure uses both a job description and a person specification. These are made available to all staff and support understanding of their roles and individual responsibilities. The recruitment process includes HR staff scrutinising applications, checking qualifications and verifying previous experience before invitation to interview.

All potential staff are interviewed and are able to explore the role further, with senior staff able to enquire into applicants' experience and qualifications. This ensures that appointments are informed by the candidates' qualifications and experience and by discussion of individual roles. The clear information and interview system ensures that suitable applicants are appointed to job roles.

All staff contracts include job specifications, which are additionally available to staff via the Institution's intranet and provided to applicants in advance of their interview. Common job descriptions, including those for teaching and administrative staff, are used for appointments in Athens and Thessaloniki.

All academic applicants are asked to deliver a short teaching session to assess their subject knowledge, communication skills and teaching capability. The selection process provides sufficient detail through appropriate job descriptions to allow all employees to be clear about their role and responsibilities. Inspection findings confirm this.

The Institution offers a clear induction process to support new staff. Induction familiarises them with the organisation, and its policies and procedures, as well as their role in the broader organisation. Academic staff receive an instructors' handbook, which includes clear information on teaching styles, resources and policies as well as the location of relevant training materials.

The induction process is delivered centrally and through departments over four weeks, with mentoring used to ensure new staff are well supported. This ensures that all staff are able to undertake their roles effectively. Staff induction is used to ensure all new staff are fully aware of their responsibilities. As a result, staff are well informed and able to work effectively.

The HR manual clearly describes the Institution's disability, equality and diversity approaches, which are embedded in the Institution's management of recruitment, selection, appraisal, training and development, promotion and transfers. The equality and diversity policy is fully documented in the instructor's handbook. The availability and clarity of the information provided ensure all staff have appropriate information on fair treatment based on clear principles of equality and diversity.

Suitable grievance and appeals procedures are set out in the HR manual, which is made available to all staff at induction. This includes the procedure to be followed and mechanisms to resolve grievances both formally and informally. This provides a mechanism for staff to raise a grievance and for it to be appropriately considered.

The HR manual and quality assurance manual together provide staff with appropriate information on the Institution's performance appraisal process. This includes a self-evaluation, a line manager's evaluation, discussion between the appraisee and appraiser, and the outcomes of classroom observations for academic staff, which take place termly.

Feedback from students via end-of-module questionnaires is also considered as part of the process to provide a clear picture of staff performance. Completed appraisal forms show a suitable level of appraisal detail, with feedback and the clear identification of CPD needs to support individuals' personal and professional development. Appraisal outcomes are used to inform the broader staff development programme and support the enhancement of provision and student support systems.

Institution-wide academic staff development is provided via a faculty development day. This is well organised by the staff development committee, ensuring the day's events meet the needs of all staff. Evidence provided shows that the events cover a broad range of pedagogical and student-support topics.

Administrative staff are supported with development activities that are tailored to their specific needs and aligned with the Institution's development plans. In addition, individuals are supported to gain additional qualifications, including through study for postgraduate and doctoral degrees. This supports the effective management and delivery of provision.

7. Academic management is effective

7.1	There are effective procedures for the proposal, design and validation of programmes of study that take account of the mission of the institution and feedback from students and that involve external input as appropriate.	☒ Yes	☐ No
7.2	Intended learning outcomes for all programmes are clearly articulated, are 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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Academic management is effective. The Institution has clear procedures for proposals of new programmes, which are shared with partner universities, as appropriate, to meet identified market needs. Proposals for new programmes are considered by senior management and submitted to the Academic Board, which includes student representation, and the Board of Directors for approval.

All the provision is required to fit with the vision and mission of NYC, and feedback is sought from all internal and external stakeholders to inform decisions. To explore potential demand for the new provision, consultations take place with key external stakeholders, including employers and professional bodies, as well as with staff and students, to ensure that programmes support employability and provide learning opportunities that are valued by students.

All intended learning outcomes are clearly articulated in module handbooks and are made available to students on partner university VLEs. Course descriptors are publicly available on the website to provide information to all stakeholders. Once students are registered on their chosen programme, they are provided with a login to access the appropriate partner university's VLE and can review all the modules and learning outcomes for each year of study. Information availability is also supported by the NYC VLE via links and downloaded information. This is effective in supporting students' understanding of their chosen programme and the study requirements.

The Institution has a schedule of meetings for staff at senior management, School and departmental level. Staff at module and programme level are able to discuss programme delivery and to identify where additional support or materials may be needed. Students who are identified as being at risk are provided with additional support through allocated Student Advisers, who put in place strategies to address any concerns.

All meetings are recorded in writing and outcomes are disseminated to staff as appropriate, with actions followed up at subsequent meetings. End-of-term module reviews take place at programme level, allowing staff to review module outcomes and identify areas for enhancement, as informed by student feedback. These regular meetings are effective in supporting and enhancing the monitoring and review of provision and the early identification of issues and required actions.

An appropriate policy for requesting academic resources is available to all staff, who are aware of the documentation that they need to complete. Regular meetings, including with senior managers, take place, and resource requests are reviewed.

Resources requests are approved by the Provost and, depending on the investment required, by the Board. Each new programme is subject to a budgeting process to ensure appropriate consistency and quality of materials and the provision of the required resources. As a result, appropriate materials of suitable quality are available for all programmes.

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 that are made available to prospective students.	☐ Yes	☒ No
8.2	A formal application process ensures that any claimed qualifications and language competency requirements are checked and verified.	☒ Yes	☐ No
8.3	All students' application enquiries are responded to promptly and appropriately.	☒ Yes	☐ No
8.4	Students are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and can discuss any concerns before registration.	☒ Yes	☐ No
8.5	There are effective processes in place to confirm that students meet published entry requirements and have the capability to complete the programmes for which they are enrolling.	☒ Yes	☐ No
8.6	The institution has a clear policy on the accreditation of prior learning and prior experiential learning that is brought to the attention of prospective students.	☒ Yes	☐ No
8.7	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

Details of the entry requirements are communicated to stakeholders. The Institution has a dedicated entry criteria page on its website that sets out requirements for foundation-, undergraduate- and graduate-level programmes. The entry criteria make reference to academic prerequisites.

8.1 The information provided about the entry requirements is not consistent and, in some instances it does not align with the validated programme specifications. For example, some programme pages refer to lower levels of academic

attainment than are required, according to the definitive programme documentation. The inconsistencies could lead to students being unclear about the programme's entry requirements, which could affect their applications.

A formal application process ensures that any claimed qualifications and language competency requirements are checked and verified. Students must provide a completed application form with a personal statement, two letters of recommendation and official transcripts.

Students for whom English is not their first language are required to have an appropriate score relating to either IELTS or a Test of English as a Foreign Language (TOEFL), in order to provide clear evidence of their English language proficiency. Students who do not have the required certificates are required to undertake a language placement test that NYC provides free of charge. The clear English proficiency criteria and evidence-gathering ensure that students have the appropriate English language skills to engage with their chosen programme of study.

All applications are promptly responded to, usually within two working days. Students confirmed that following an application, they receive prompt invitations to meet with staff to discuss detailed aspects of the programme. The response to applications is prompt and ensures that students are well informed and supported in their choices.

Programme pages provide students with a brief overview of the course, including learning outcomes, graduate employment opportunities and an overview of the awarding body. They also allow students to download the programme curriculum, which provides them with a basic overview of the course. A number of programme pages also provide an overview of the tutors on the programme. The Institution also provides opportunities for candidates to meet with the Programme Manager and/or Head of Department as part of the application process, which ensures that every candidate receives all the information they require about their chosen programme.

All applicants must provide clear transcripts of their previous qualifications, along with evidence of English language proficiency. These are checked by the admissions team, along with academic references. All applications are also scrutinised by the partner university, which validates the applicant's chosen programme. Offers of a place are approved by the university partner based on the evidence of the entry criteria being met. The programme information is clearly specified in individual student contracts, which serves to further confirm that the entry criteria have been met.

Accreditation of Prior Learning (APL) is managed by the partner universities according to their own relevant regulations. The prospective student's professional and academic background information is scrutinised. Students who wish to apply for APL have their application forwarded to the partner university, which processes the application and provides a response to the student. While information pertaining to APL, including in relation to experiential learning, is clearly addressed in the programme specifications and partnership documents, there is no reference to the process on the NYC website to make it widely accessible.

The Institution makes use of a small number of recruitment agents. The inspection team found that agents are suitably briefed, and arrangements are governed by contracts. Agents' performance is regularly monitored to ensure that applicants receive accurate and helpful information.

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

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|-----|---|---|-----------------------------|-----------------------------|
| 9.1 | The institution encourages academic staff to undertake and engage with relevant research and/or scholarship that informs their teaching and to publish their findings, where appropriate. | ☒ Yes | ☐ No | ☐ NA |
| 9.2 | There is a fair and transparent procedure for staff to seek financial support for their research. | ☒ Yes | ☐ No | ☐ NA |
| 9.3 | 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

The NYC research policy provides an appropriate framework for the Institution's research activities. The Institution actively encourages and supports staff to engage in research activities. The Institution has a clear vision and objectives for the research undertaken by its academic staff. Research proposals are scrutinised by the research committee and, as appropriate, monitored by the research ethics committee. Priorities for research activities are shared with staff.

Staff are supported to pursue doctorates, to deliver academic papers and to attend conferences with financial support provided as appropriate. All staff are encouraged to undertake research. The annual staff development day is used effectively to highlight and promote research undertaken. Staff confirmed that they feel well supported in undertaking research, and inspection findings confirm this to be the case.

The procedure for applying for funds to support individual research and for conference costs is described in the research policy, which includes a clear application for financial support. The research committee reviews applications and makes decisions on which activities will be financially supported within the available budget. The approach to the allocation of financial support for research is clear and fair, ensuring all proposals are considered on merit and funding is allocated appropriately.

Regular research meetings are led by the recently appointed Head of Research and PhD programmes. Staff report that this provides an effective forum for sharing ideas and developing inter-disciplinary research. The research meetings also provide time for staff to suggest external speakers and to share progress on research being undertaken. The meetings provide an appropriate setting for sharing information and for peer review of research.

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 and 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 the costs of assessments, activities and required materials.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

NYC's printed and electronic publicity materials accurately depict the Institution's facilities, location and resources. The publicity information published on the NYC website is comprehensive and provides accurate information about the range of provision offered and the resources available to support students in their studies.

In meetings with inspectors, students confirmed that they receive comprehensive, accurate and up-to-date information on their programmes, including in module handbooks, which include the assessment requirements. Inspection findings confirm this to be the case.

The Institution has effective arrangements in place to ensure that publicity materials are accurate and updated when required. The programme teams review and update materials in line with partner university guidelines and pass the updated documents to the marketing team, which regularly reviews and updates publicity materials in all formats.

Where updates are required, these changes are dealt with promptly. As a result, students clearly understand the status of their qualifications, the level of study and the role of the partner university.

The full costs of study programme fees and assessment are provided to students as part of the application process and in line with the higher education guidance brochures on the website. In meetings with inspectors, students confirmed they are very clear about the costs of their studies. No indicators to the contrary were identified.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

11. Academic staff are effective in facilitating student learning and engagement

11.1	Lecturers have the necessary pedagogic and communication skills to teach the course content and level of course to which they are allocated.	☒ Yes	☐ No
11.2	The allocation of teaching staff to courses provides a consistent learning experience.	☒ 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 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 adapting their approach to meet the needs of all students.	☒ Yes	☐ No
11.6	Academic staff use effective learning activities to encourage the active participation of all students and to support their learning.	☒ Yes	☐ No
11.7	The institution has appropriate methods in place to encourage and measure student engagement.	☒ Yes	☐ No
11.8	Students are encouraged and enabled to develop independent learning skills.	☒ Yes	☐ No
11.9	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

Academic staff are effective in facilitating student learning and engagement. A review of CVs, observations of teaching and meetings with academic staff, managers and students confirm that lecturers are well qualified and have the necessary pedagogic and communication skills to teach their courses. The appointment process requires potential staff to undertake a teaching demonstration to ensure they possess the necessary skills to teach effectively.

The teaching allocations are managed by the Head of Department based on staff skills and availability and are undertaken in consultation with staff to ensure an optimum match of staff to the modules being taught. All teaching staff are approved by the partner university before teaching allocations are made. The availability of well-qualified staff and their appropriate allocation to courses support a consistent learning experience for all students.

Observations of teaching sessions demonstrate that courses are delivered in a supportive way that assists students to develop the necessary knowledge and understanding to meet the requirements of their final assessments. This includes supporting students to understand the application of concepts covered to workplace settings. Students learn, for example, about how accountancy principles are applied in business management, which links to the assessment of learning outcomes. As a result, students are effectively supported to understand and apply their learning to their final assessments.

Programme handbooks from partner universities provide clear module descriptors, intended learning outcomes indicative content and assessment details. For franchised programmes, the plan for each teaching session is approved by the partner university, with learning materials developed by NYC programme teams. Franchised provision includes all delivery and assessment materials, which the franchising university ensures are provided. The oversight by partner universities working with NYC programme teams effectively ensures that the intended learning outcomes are delivered appropriately.

Staff identify individual student learning needs through information provided by the admissions team, where appropriate, and through interaction and engagement with students during lectures and seminars. Extra support is put

in place by individual teaching staff to meet the needs of the students they teach. For example, this can be on a one-to-one tutorial basis or by the provision of extra study materials. Reading weeks are used as an opportunity to allow extra support to be implemented. Students reported that these methods work well and provide them with effective support. Inspection findings confirm this to be the case.

A review of planning documents, along with teaching observations, confirm that a range of suitable learning activities is used to support and engage students and that teaching staff are aware of different learning styles and individual learning needs. Observation of teaching sessions confirms that lecturers use active student participation as a key element to allow all students to be fully engaged with their learning. The focus on active learning and the accommodation of learning styles meets students' learning needs effectively.

Small group sizes and attendance monitoring provide for effective monitoring of student engagement. Where a student fails to attend for two consecutive sessions, they are contacted to determine the reasons for absence and, as appropriate, offered the opportunity to attend remotely. Students who have extenuating circumstances can also be provided with online access to their classes through links provided.

Observations of teaching confirm sessions are appropriately student-focused, with student interactions forming a key element of the teaching. Student engagement, including by allowing remote access, is well managed and enables students to fully benefit from the teaching.

Teaching uses a suitable mix of individual and group work, in addition to the use of materials delivered by teaching staff. The development of independent learning skills is additionally supported by well-designed assessments requiring students to study beyond the material that is formally delivered in class. The use of group work and the requirement for students to undertake individual research and find additional materials themselves supports them in developing their independent learning skills.

The Institution's VLE makes available the module descriptors, lecture notes, online tests and links to additional material. In addition, students have access to the partner university's VLE to access published materials and guidance documents, which they are shown how to access and encouraged to use. Students confirmed that they are able to use both VLEs to support their learning and assessment work. The support and guidance students receive assists them in making effective use of online resources to help them meet the course requirements.

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 assessments and revision periods are detailed in advance with clear submission deadlines.	☒ Yes	☐ No
12.2	Assessment strategies are relevant to the content and nature of the courses and are 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 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 academic malpractice, 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.	☒ Yes	☐ No
12.7	There are clear policies and procedures for students to appeal against marks awarded.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Students are provided with programme and module guides that include clear assessment schedules, tasks and submission dates. This is supported by the Institution's VLE, which allows easy access to the details, allowing students to be clear about the assessment schedules.

Assessment strategies are set by the partner universities. These are varied and tailored to ensure they accurately assess how well students have met the module learning outcomes. Students confirm that assessment schedules and requirements are clear and provided in a timely manner to support them in managing their time.

The assessment briefs are detailed and clear about how they will be assessed. The briefs provide full details on the requirements to achieve a particular level of achievement. Additional clarity is provided on whether Generative Artificial Intelligence (GAI) applications may be used or not. The briefs are well written and provide students with clarity to ensure they can demonstrate that they have achieved the intended learning outcomes.

Formative and summative feedback is clearly aligned with the module learning outcomes, providing students with insight into their performance. Academic staff receive training on delivering constructive feedback that supports students' learning and development. Students can request an individual meeting with a lecturer to receive further constructive and detailed feedback.

The internal verification process adds to quality assurance, ensuring feedback is accurate, consistent and sufficiently detailed. Students reported satisfaction with the feedback received, which they say provides them with clarity and allows them to have a better understanding of the topic studied.

Partner universities provide programme handbooks that contain clear guidance on academic malpractice and the associated penalties. Links to documents providing guidance are included. The Institution's student handbook also includes clear procedures linked to suspected plagiarism and academic misdemeanours. Module guides clearly state that when work is uploaded, it will be automatically checked for plagiarism using appropriate tools. The academic malpractice guidance provides effective mechanisms to discourage student malpractice.

The Institution's student handbook includes appropriate guidance on mitigating circumstances, including links to the partner university's regulations that must be followed. Appropriate guidance and documents are readily available to students via the partner university's website. Module guides also provide details of what may constitute extenuating and mitigating circumstances and the processes to be followed. Module tutors provide the necessary forms to support students who wish to make a claim. These processes are well described and suitable and provide clarity for students on how to make a claim.

The Institution's student handbook is clear about the informal process to be used to appeal against marks awarded. A staged approach is set out, and should the NYC process not resolve the claim, then the partner university's regulations are invoked. These are readily available to students via the partner university's website. Students confirm they are well informed about both the informal and formal processes to be used, which allow appeals to be dealt with promptly and effectively.

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, 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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Teaching materials are of a good standard and set at the appropriate level. For franchised provision, the teaching materials are provided by the partner university, which is responsible for ensuring their suitability. For franchised provision, the teaching plan is approved, which ensures that locally produced materials meet the intended learning

outcomes for the teaching session. A review of teaching materials confirms that these are clear, relevant and appropriate to the level of study and provide students with relevant information.

Programme materials are well presented and sufficiently comprehensive to support the individual modules and intended learning outcomes. Study and assessment requirements are clearly identified and mapped to the learning objectives. These are effectively supported by a reading list and supplementary materials. The course materials provided appropriately enable students to achieve their programme objectives.

The lecture slides and the core course materials used are up to date and have been revised to reflect relevant developments in the subject discipline. Reading lists and other resources are comprehensive and suitable for the level being taught. Students are well informed and receive appropriate resources to provide them with a rounded view of the topics and course content.

Suitable teaching aids, such as slides, models, online resources and videos, are used to support learning. The materials are regularly reviewed and updated to ensure they remain current and effective in matching the requirements of the discipline and the subject being taught. The materials used provide a high-quality and engaging learning experience for students.

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 guidance.	☒ Yes	☐ No
14.2	Students are given a suitable induction to the institution, their programme of study and guidance on the use of facilities.	☒ Yes	☐ No
14.3	Students receive appropriate information on the pastoral and emergency support available, and referral to external specialists, as required, in connection with students' mental health and well-being.	☒ Yes	☐ No
14.4	The institution has suitable policies, procedures and practices in place to ensure the fair treatment of students and to avoid discrimination, bullying and harassment.	☒ Yes	☐ No
14.5	There are effective systems to communicate with students outside class hours.	☒ Yes	☐ No
14.6	Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.	☐ Yes	☐ No ☒ NA
14.7	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 receive pastoral support appropriate to their age, background and circumstances. Appropriate staff members are trained and accessible to students to provide welfare support and guidance. A senior member of staff has been appointed as the Designated Safeguarding Lead (DSL) and has appropriate experience and training in counselling. The main centre for welfare and other forms of extracurricular support and advice is the student services office.

Support is available for topics including academic writing, foreign language teaching and learning, extracurricular activities and events, and careers. Counselling is provided by the Department of Psychology throughout the academic year. Students confirmed that these sources of support are readily accessible and valuable in helping them to progress through their studies. In particular, inspection findings were that the amount of counselling support available in relation to the size of the Institution represents a real strength.

An induction event for new students is offered during the autumn and the spring semesters. The induction covers all aspects of student life, including detailed information about the programme of study, academic matters and student services.

Staff members of partner universities often provide additional induction input to their programmes to make students aware of requirements and support available through the university. The inspection team confirmed that key information ranging from academic programme content to student support and engagement is covered during orientation. Students informed inspectors that induction helped to support a smooth transition to study at the Institution.

A Student Adviser is allocated to each student to provide additional advice and guidance throughout their course of study and to deal with any arising issues. Referral information to external agencies and specialists is available through the student services office and through the Head of Psychology, who manages the counselling services. In addition, a general out-of-hours emergency telephone contact is available to all students. Students confirmed that they receive appropriate pastoral and emergency support, which they appreciate.

The Institution's regulations and procedures regarding abusive behaviour, bullying, sexual harassment and discrimination is stated in the student handbook. The procedure contains detailed requirements about student conduct and the process for considering allegations by the Institution's disciplinary committee. The handbook outlines the Institution's anti-bullying policy and arrangements for informal resolution if this were to arise. The information provided is clear and includes a student code of behaviour to help everyone to feel safe in the Institution.

The Institution informed inspectors that a wide range of communication mechanisms is used, including the Institution's webpage, social media, e-mail, telephone and text messaging. These communication systems help to ensure direct and immediate out-of-class communication with students. Students confirmed that the approach is effective and that they feel well supported. Inspection findings confirm this view.

The Institution does not recruit any students aged under 18 years.

Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism. NYC has a suitable policy relating to the prevention of extremism and radicalisation, which is in the form of a relevant statement. Appropriate training has been provided to all staff. Furthermore, the Institution has included a mitigation plan in relation to the risks associated with extremism and radicalisation in its risk register. The arrangements for protecting students and staff are clear. Additional advice, if required, is available through student services and senior managers.

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	Students have access to appropriate advice and guidance on careers and further study.	☒ Yes	☐ No
15.5	The institution has a fair complaints procedure that includes an appropriate external adjudicator, and students are informed of how to submit a complaint.	☒ Yes	☐ No
15.6	Students are advised of BAC's complaints procedure.	☒ Yes	☐ No ☐ NA
15.7	Students receive appropriate advice, guidance and support to develop their study skills at the appropriate level.	☒ Yes	☐ No
15.8	Students with special educational needs and/or disabilities (SEND) are identified and appropriate support is provided to meet their needs.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Students receive appropriate academic support and guidance. The Institution confirmed that the Head of Department or a designated faculty member acts as the first point of contact for students who may need academic advice or support. Students are provided with the appropriate contact details, which provides them with access to support and advice, as needed, outside the scheduled teaching and learning sessions.

Students receive a formal notification from the partner institution about their performance, including notification of assessment outcomes and any re-sit requirements. Individual student progress is reviewed and supervised by the allocated Student Adviser, with oversight by the Head of the Department.

The Institution also provides a number of developmental assessment approaches designed to support students in reviewing their own progress, including the use of formative assessment and gamification. Students are able to review their progress and seek additional support as needed.

The Institution has a range of suitable processes in place to monitor assessment outcomes. Academic staff monitor grades at a local level and intervene with students where additional support is required or where students are identified as being at risk of non-achievement. Partner universities hold assessment board meetings at which individual student grades and cohort trends are reviewed. Students who are identified as not making sufficient progress are contacted, and additional guidance and academic support is provided, encouraging them to attend extra provision, such as sessions in academic writing and study skills or additional support for English language proficiency. The level of monitoring and supervision ensures that students are provided with access to additional support to help them progress.

Students have access to extensive careers support. The range of accessible support includes CV writing and interview advice, managing your professional profile, job search techniques and body language. An annual careers day is organised at the end of February at which companies conduct direct interviews. Information is also available on internships and work-placement opportunities.

Careers staff in the student services department work with individual programme area staff to organise thematic careers days, for example in biomedical professions, to provide tailored events. The range of support and services provided by the Institution effectively supports students to enhance their employability profile.

The Institution has a clear grievance procedure that is set out in the student handbook and that provides clear guidance should any student wish to raise concerns. The procedure has informal, formal and appeal stages, each of which has clear timescales and identifies responsible individuals and committees.

The procedure is included in the student handbook. Complaints procedures, including those of partner universities, are clearly signposted, including in programme handbooks, providing students with clear and accessible information and guidance. Students confirmed that they are aware of these procedures should they wish to raise any issues.

All students are informed about the BAC complaints procedure as part of their induction. Scrutiny of induction programmes confirm this to be the case.

Students benefit from appropriate information, advice and guidance to develop their study skills. Additional study skills sessions and support are available to all students on request. This ensures that they have the necessary support to develop their skills at the appropriate level. Workshops on research skills help to ensure students can develop study skills at the correct level. Student Advisers are available to provide individual support as needed. As a result, students are able to access additional support to develop their study skills.

NYC has developed a Special Education Needs (SEN) policy, which takes into consideration the relevant policies of the partner universities. A SEN committee is in place that supports the development of appropriate action and support plans to meet individual student needs. The instructor's handbook includes clear guidance for teaching staff on the identification and support for different learning styles and for learning difficulties.

Inspectors were informed about a wide range of support arrangements for students with disabilities, including additional time allowance for assessment and the provision of information and resources in alternative formats. The availability of advice and tailored support ensures that students' specific support needs are effectively met.

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 | |
| 16.4 | Provision of support takes into account cultural and religious considerations. | ☒ Yes | ☐ No | |

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met ☐ NA

Comments

International students are provided with specific advice and assistance. NYC has a dedicated section on its website for international students. The website includes information about finding accommodation, the application procedure and requirements, living and studying in Greece, and visa and residence permit requirements.

International students also receive specific support from the Institution's dedicated international advisers to ensure that applicants receive relevant advice and guidance, including on travelling to and living in Athens or Thessaloniki.

NYC currently has international students enrolled at the Institution from a wide range of countries. The Institution delivers a dedicated orientation event for international students that includes information about living in Greece and some of the country's customs as well as available activities and places of interest. International students confirm that the pre-arrival information and induction are fit for purpose and helpful. Inspection findings support this view.

Ongoing support and guidance are provided for all international students by the student support team. This includes arranging access to language classes, continued visa support, academic writing assistance and practical support. International students confirm that they feel well supported by NYC on a personal and an academic level.

The Institution promotes an open, tolerant and inclusive culture. There is a range of clubs and societies that students can join, and access is provided to prayer facilities. International students confirm that their needs are met and that the Institution is welcoming and inclusive.

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

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

A clear policy on attendance is included in the student handbook and is available to staff and students through the VLE. Students are made aware of the attendance and punctuality requirements as part of their induction. All students are required to maintain a minimum of 80 per cent attendance and to provide notification of reasons for any absences, including medical or other documentation to support longer periods of absence. Students confirmed that they are aware of the attendance policy and absence-reporting procedures.

All attendance records are maintained online, with lecturers completing an electronic attendance register for every class. Attendance profiles are included in individual student records, with absences automatically flagged to the programme leader after two consecutive absences.

Messages are sent to individual students asking them about the reasons for their absence. The system of attendance records ensures that attendance is appropriately monitored for all students.

Data on attendance and punctuality is recorded electronically by lecturers. Each three-hour session is divided into one-hour blocks, allowing time for short breaks, and student attendance and punctuality are captured for each one-hour segment.

A minimum of two consecutive absences are promptly reported to the Head of Department, who ensures that Student Advisers follow up with the individual students. This effectively supports students' ongoing engagement through the provision of additional support as required.

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
18.2	Any residential accommodation where students under the age of 18 are accommodated is open to inspection by the appropriate authorities, where applicable.	☐ Yes ☐ No ☐ NA
18.3	A level of supervision is provided that is appropriate to the needs of students.	☐ Yes ☐ No
18.4	Students are provided with advice on suitable private accommodation.	☐ Yes ☐ No

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 about 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 for the majority of students.	☒ Yes ☐ No
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 co-curricular and extramural and programme-related activities, including online activities where students study remotely to encourage peer interaction and a good digital student experience.	☒ Yes ☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met ☐ NA

Comments

The Institution provides an appropriate social programme for students and information on activities in the locality. Social events are communicated and distributed through a range of communication channels that are accessible to all

students. These include the Institution's VLE, notice boards, social media platforms and SMS messaging, as well as a dedicated print magazine. The information provided is clear, including any associated costs.

A range of opportunities is on offer, from an arts and letters club and sports activities, to a volunteers' society and a psychology club. The Head of Student Services holds responsibility for the programmes and there is active encouragement for students to participate, with support provided by the Student Affairs and Careers Office Manager and Consultant.

The costs associated with the majority of clubs and activities are met by NYC, making them accessible to all students.

Activities are supervised and/or delivered by suitably qualified and experienced staff. For example, faculty members with appropriate qualifications engage with the psychology club or language centre. Activities are well organised, effectively supervised and available to all interested students.

The social programme promotes peer interaction and has a suitable digital element. This includes an emphasis on the creation of digital campus tours and popular digital trends in the media and events hub, as well as a dedicated coding society. Students are encouraged to participate in the development of programme-related activities both in person and online.

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 its 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 formal lease agreements that provide clear and secure tenure on the premises being used in Athens and in Thessaloniki.

The premises are registered for educational use with the Greek Ministry of Education and provide students with an appropriate environment, including well-equipped laboratory and classroom spaces.

The Institution has access to suitable external premises that are primarily for non-academic purposes, including access to sports facilities in the local area through signed access agreements. The students and staff confirm that the premises are accessible and safe and enable students to engage in range of sports, which are organised in response to programme needs and to students' expressed interests.

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 suitably accessible for those with specific needs.	☒ Yes	☐ No
21.3	The premises are maintained in an adequate state of repair, decoration and cleanliness.	☒ Yes	☐ No
21.4	There are specific safety rules in areas of particular hazard that are brought to the attention of students, staff and visitors.	☒ Yes	☐ No ☐ NA
21.5	General guidance on health and safety is made available to students, staff and visitors.	☐ Yes	☒ No
21.6	There is adequate signage inside and outside the premises, and general information is displayed effectively.	☒ Yes	☐ No
21.7	There is adequate circulation space for the number of students and staff accommodated and a suitable area in which to receive visitors.	☒ Yes	☐ No
21.8	There are toilets and hand-washing facilities of an appropriate number and acceptable level of cleanliness.	☒ Yes	☐ No
21.9	There is adequate heating and ventilation in all rooms.	☒ Yes	☐ No

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

Access to the two campus sites in Athens and in Thessaloniki is effectively managed and is appropriately restricted and secured. Students, staff and visitors are monitored by the staff on the reception desk at the entrance to each campus, and all staff and students are required to show their identification. Visitors are required to sign in and are met by the staff they are visiting and escorted to meetings. The appropriately restricted access to the premises provides a secure environment for students and staff.

The classrooms, laboratories and Information Technology (IT) rooms and areas for group work and relaxation are appropriately resourced, well maintained and cleaned daily. All areas on the Kallithea and Thessaloniki campuses are fully accessible via lifts for students with restricted mobility. The Amalias campus consists of listed buildings, which does not allow for lifts to be installed. For students with mobility restrictions, ramps are in place and their classes are timetabled in accessible rooms. The campus sites provide comfortable and appropriate facilities for all students and staff.

The laboratories have clear safety rules displayed on the walls. Students are made aware of the safety protocols as part of their induction. Regular reminders are also provided by staff, and students are supervised at all times when in the laboratories to ensure their safety.

Health and safety guidance is made available to all staff and students as part of their induction, including being provided with clear guidance on fire evacuation and assembly points as part of induction. All emergency exit routes are appropriately signposted. Health and safety rules are displayed in corridors, as appropriate, on all campuses visited. These provide clear and appropriate guidance.

21.5 Appropriate health and safety information and guidance were not consistently made available to visitors, which could put visitors at risk in the case of an emergency.

Signage is clear both internally and externally on the campus sites and notice boards, which display general information, including information on events, facilities and well-being support.

There is adequate circulation space on all campuses for staff and students. Reception areas provide appropriate spaces for meeting with visitors. The accommodation provided is clean and comfortable.

There are sufficient toilet and hand-washing facilities for the numbers of staff and students on all campuses. These areas are regularly cleaned. All rooms have appropriate temperature controls and are well ventilated, resulting in comfortable working conditions.

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 types of classes allocated to them.	☒ Yes ☐ No
22.2	Classrooms and any specialised learning areas are equipped to a level that allows for the effective delivery of each programme.	☒ Yes ☐ No
22.3	There are physical and digital facilities suitable for conducting assessments such as examinations.	☒ Yes ☐ No

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

Classrooms and other learning areas are appropriate for the programmes offered. The classrooms, lecture theatres and laboratories are of an appropriate capacity to accommodate the class sizes. Rooms are equipped with appropriate desks and chairs, which can be moved around to facilitate group work. Lecturers are able to request accommodation that best supports their planned teaching activities. Classes vary in size and all are appropriately accommodated.

IT rooms and laboratories are equipped to an appropriate level to support the delivery of the programmes effectively. Free internet connectivity is provided on all campuses. Students have access to a range of spaces in which they can undertake private study or small-group work, including being able to book rooms.

Students can use the IT areas when these are free for private study and to work on their assessments, although students confirmed that most have their own laptops and tablets. The range of accommodation provides a good teaching and study environment.

The Institution has appropriate facilities for conducting assessments and examinations in classroom settings. Examination protocols are in place, including for invigilation. Security of assessments is effectively implemented by programme managers, who are supported by programme co-ordinators in compliance with partner university requirements. This ensures all summative assessments are conducted securely and meet programme requirements.

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
23.2	Academic staff have access to sufficient space for preparing lessons, marking work and consultations with students.	☒ Yes ☐ No
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
23.4	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
23.5	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**

There are appropriate additional facilities for students and staff. Students have access to sufficient space and suitable facilities for private individual study and group work. The campus has allocated spaces for private study, including in the library. Some small rooms and open spaces are also available for students to undertake group work, and bookable rooms are also available.

Appropriate rooms are provided for staff to undertake preparation and marking. Staff also have access to areas where they can meet with students. Academic staff confirm they have adequate space in which to work, and inspection findings confirm this to be the case.

Comfortable areas are provided for staff and students to consume food and drink, including indoor and outdoor areas on the Amalias campus. On-site canteen facilities are available on the Athens campuses and remain open to support both day and evening classes.

In Thessaloniki, students are able to make use of a stylish common room for consuming food and drink, which can be purchased from nearby shops or brought in from home.

The facilities provided for staff and for students to relax and to socialise are comfortable, well-appointed and open throughout the day and into the evenings. These provide a good-quality environments for peer and social interaction.

The campus has well-equipped rooms in which to hold both large and smaller meetings. All room are bookable and available to all staff. Rooms of various sizes are available to facilitate meetings as needed at programme, school and institutional level.

Good-sized administrative office space is provided that is suitable for carrying out administrative tasks on each campus. Offices are equipped with computers to access information that is password protected to ensure that information is kept secure. The administrative offices are appropriately resourced to support their function.

24. Library, learning and information services provide a fit-for-purpose learning resources for students

24.1	There are clear, systematic and effective means of ensuring the adequacy and currency of physical and digital library resources to reflect staff and student needs.	☒ Yes	☐ No
24.2	There is an effective process and procedure for managing the lending of library resources.	☒ Yes	☐ No
24.3	Library, learning and information services are adequately staffed with appropriately qualified and experienced staff.	☒ Yes	☐ No ☐ NA
24.4	Access to library and information services resources are sufficient to encourage and support students' independent learning.	☒ Yes	☐ No ☐ NA

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Library policies, including the book-lending procedure for students and staff, are available on the library notice boards and in NYC's operations manual. Students have access to electronic resources through the partner university libraries, along with the resources on the NYC's VLE.

The Institution promotes the e-library extensively, along with research skills classes that support students' ability to find and use online resources. In addition, students can access free printing services they prefer to have some material in hard copy. Students confirm that they are clear about the lending policies and resources that are available through the library and that meet their learning needs.

The library ensures that resources listed in module specifications are available for students either in hard or electronic copy. Staff and students can request the purchase of particular additional resources. Such requests are considered on a case-by-case basis. All resources are reviewed annually to ensure their currency for supporting teaching and learning.

The library is staffed by a full-time Librarian, who is responsible for the operation of the library at both campuses in Athens and Thessaloniki. There are two part-time assistants. All staff are appropriately trained and qualified, which enables them to provide the requested services effectively.

The library has core opening times of 12 hours' duration on weekdays and shorter times of nine hours at weekends. Students have continuous access to a wide and appropriate range of electronic databases and resources through both the NYC and partner university online libraries. This is effective in supporting students' independent learning.

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	Virtual learning environments and virtual classrooms are reliable, fit for purpose and meet the needs of students.	☒ Yes	☐ No ☐ NA
25.3	There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.	☒ Yes	☐ No
25.4	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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Internet connectivity and access are available across all campus buildings and classrooms. The IT department maintains a range of software, including note-taking and e-book applications. Students have access to their own institutional e-mail address, which provides access to online resources. Students confirmed that the Institution's IT services are sufficient and reliable and support their ability to study flexibly.

The Institution makes good use of its VLE. Screenshots and a demonstration during the inspection confirm that lecture materials are well organised and accessible. There is clear and helpful information available for students regarding modular assessment and access to their grades. The learning environment provides an essential resource that supports the student learning journey effectively.

To ensure IT infrastructure maintenance and renewal of software and hardware, the NYC IT department has the facility for academic staff to submit suggestions and requests for IT-related infrastructure, subject to the specific needs of each programme of studies.

Students confirmed that, in the event that any issues relating to IT hardware or software are reported to the IT support team, they are addressed promptly in response. Staff also confirm that the IT team is helpful and responsive.

NYC has full-time IT support available to assist staff and students with technical queries. Students confirm that the IT Manager is responsive in handling issues and concerns, and staff also confirm this to be the case. As a result, the management of IT systems is effective and responsive in maintaining effective access to online resources.

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 appropriate action is taken to improve the student learning experience, where necessary.	☒ 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

NYC has a suitable range of effective mechanisms for obtaining, recording and sharing stakeholder views, including from students, staff and employers. Student feedback is obtained through end-of-module surveys, student forums and the presence of student representatives in committee meetings. Staff feedback is obtained through a range of meetings, and staff are able to record and share feedback with senior managers. Where students undertake placements, employers are asked to complete feedback forms.

Feedback is analysed by senior managers and informs programme reviews and course development. It is also shared more broadly and used to inform identified priorities, particularly at the faculty development day. In addition, staff–student committee meetings are used to collect general feedback from students and to highlight any emerging issues.

Feedback from a wider group of stakeholders, such as employers and professional bodies, is sought to inform course development and periodic reviews. Stakeholder views are effectively canvassed, evaluated and acted on.

The Institution asks each class to elect a student representative, who join the student liaison committee. The committee brings together a range of student views, and written records of its meetings confirm that a wide range of topics is discussed, with actions identified and recorded. Students confirmed that this process is effective in meeting their needs. Inspection findings confirm this to be the case.

Formal written mechanisms to inform stakeholders of actions taken in response to feedback are in place, with clearly documented actions and responses. Feedback to external stakeholders is managed more informally, through individual meetings. The feedback mechanisms are clear, timely and based on discussions with stakeholders.

27. The institution has effective internal and external quality assurance systems to review its own standards and assess its own performance

27.1	All internal and external quality management policies and procedures are clearly documented and are brought to the attention of staff and, where appropriate, students and other stakeholders, to appropriately inform the institution's strategic management.	☒ Yes	☐ No
27.2	The institution undertakes regular and systematic monitoring of its operations and reviews all aspects of its performance against key performance indicators.	☐ Yes	☒ No
27.3	The institution has effective processes in place to encourage student engagement in the course development and review process.	☒ Yes	☐ No
27.4	Management compiles regular reports that present the results of the institution's reviews and incorporate action plans.	☐ Yes	☒ No
27.5	The nominated staff member 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
27.6	The nominated programme leader, drawing upon reports from its constituent courses, produces an annual programme report, which may include analysis of year-on-year results on student satisfaction, completion rates, achievement levels and progression to further study or employment, if available.	☒ Yes	☐ No
27.7	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

Quality management policies and procedures are appropriately documented within the quality assurance manual, as well as relevant elements being included in the instructor's handbook. Key aspects, including the role of the external examiner, are contained in partner university documentation.

The quality management policies and procedures are introduced during staff and student inductions to enhance transparency and build understanding of how programmes are managed in terms of academic standards and quality assurance. The policies and procedures are not included on the VLE to enhance their accessibility. The policy

documents are centrally located on the staff intranet, which ensures that all staff are able to access the Institution's quality management strategy and procedures in order to guide their practice.

The operational monitoring of programmes is based on partner university requirements and the data needed to complete the partner's annual monitoring review documents. These documents are completed annually and reviewed by the relevant universities to ensure that they meet requirements.

The operational monitoring through partner university reports ensures that staff undertake systematic monitoring of their operations across the Institution against the performance indicators provided by the universities. This supports the management of academic standards. The Institution's own overall annual report draws together a broad overview of its provision.

27.2 There is no institution-wide report that draws on a clear analysis of data and judgements against any Key Performance Indicators (KPIs) in order to bring together good practice and areas for development and that could be used to measure the effectiveness of the student learning experience.

Students are actively involved in the course development and review process, providing module-level feedback that informs enhancements to content and assessment. Their input also helps guide the selection of case studies that are included in the programme to support understanding and the development of critical analysis skills.

Staff–student committee meetings, course and module reviews, and student representation on the Academic Board provide effective mechanisms for student involvement in the review process. The systems in place ensure students' views are effectively canvassed, recorded and included in course review and development.

Individual annual programme reports are produced and approved for partner universities to meet their requirements. The reports are approved by the Head of School and the Provost to ensure they are accurate and complete.

The Institution reviews the data and programme and annual reports that are provided as part of the requirements of partner universities. These reports are compiled by managers and bring together data from the programmes for each partner university. They are used to guide decisions about enhancements that could be made.

27.4 These partner university driven reports are not drawn together to provide an overall institutional review that would better support the identification of areas for development or the tracking and evaluation of measures taken through action plans.

Course reports are produced. These are effective in drawing together individual module reports and provide a suitable review, with clear examples of both positive areas and those requiring improvement. Actions are captured in the reports and considered at the annual course review. The system is clear and effectively implemented and supports the development of course enhancements.

Programme monitoring and annual reports for partner universities include appropriate data, year-on-year performance analysis, progression data, and student satisfaction and achievement rates, as well as action plans. These reports therefore present a comprehensive review of the effectiveness of courses, along with areas for enhancement.

27.7 Reports produced for NYC include very limited data analysis and do not include overarching action plans to support ongoing enhancements or actions needed to support academic management. As a result, there is limited information for senior management to review and evaluate in order to ensure that appropriate actions are taken to support the enhancement of the student experience.

28. The institution has a strong commitment to, and procedures that facilitate, continuing enhancement of its provision

28.1	The governing body and senior management conduct a regular and systematic review of their own performance that is reviewed regularly through the institution's committee structure.	☐ Yes	☒ No
28.2	Good practice is effectively identified and disseminated across the institution.	☒ Yes	☐ No
28.3	The governing body and senior management ensure the enhancement of provision is measured against relevant performance indicators and strategic targets.	☐ Yes	☒ No
28.4	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 Board and senior management undertake a broad overall performance review of the Institution, which is discussed through the committee structure. Key areas for development are identified and discussed.

28.1 Senior management does not systematically and regularly review its own performance through the Institution's committee structure.

A well-written and comprehensive instructor's handbook provides a sound basis for good teaching practice to be disseminated. It is of particular value to those who are new to teaching.

The ongoing identification and dissemination of good practice are achieved through staff development days. Recent topics have included use of partner university resources, conducting effective research and supporting student and staff well-being.

The staff development days and other opportunities for staff to exchange ideas are effective in both identifying and disseminating good practice and enhancing provision.

28.3 The Board of Directors and senior management are largely dependent on partner university reports to gain an oversight of the management of the provision. No clear information is provided to ensure the enhancement of provision against any KPIs for the Institution as a whole. Minutes of Academic Board meetings show the topics discussed to be largely operational rather than strategic, with no reference to KPIs or strategic targets.

Action plans for enhancement are developed and implemented individually for each partner at programme level. Regular meetings with partners are used to review action plans and to update plans as necessary. This process works well and ensures partner action plans are effective at programme and partnership level.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

☒ Yes ☐ No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's strengths

Consultations with key stakeholders, including through surveys, inform the development of strategic priorities for the Institution.

The clear communication channels across the Institution enable information-sharing across all areas and support developments.

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

GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

The instructor's handbook includes clear information on learning styles and the need to meet individual students' needs.

The clear HR manual includes information about equality and diversity policies, which supports the principles of fair treatment and inclusivity.

The work of the staff development committee, which is responsible for the identification of key priorities and best practice, informs the staff development days and ensures the programme is supportive of all staff.

Clear guidance provided to staff enables them to engage in research and includes the provision of financial support against clear allocation criteria.

Actions required	Priority H/M/L
8.1 The Institution must ensure that all published entry requirements are aligned across the various communication systems.	☒ High ☐ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

The close monitoring of individual student performance and the provision of additional support by student advisers facilitate student engagement and progress.

The authorised access provided to students to attend classes remotely when they are unable to come to campus for health or other extenuating circumstances effectively supports their ongoing engagement.

Development of local case studies promotes students' understanding of the applications of academic content to workplace settings in contexts that are relevant to the local employment market .

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

STUDENT SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

Clear access to counselling and welfare support through the student services office and the head of psychology provides individual support to students.

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

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

There is good access to well-designed, well-equipped social spaces for students to relax and interact with their peers.

The campuses have a good range of areas available to students for group and individual study, including rooms that can be booked to support group work or for students to engage in study activities.

The annual review of resources, which effectively supports the currency of course materials, supports students with their studies.

Actions required	Priority H/M/L
21.5 The Institution must ensure that all visitors are provided with clear and appropriate health and safety guidance.	☒ High ☐ Medium ☐ Low

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

The clear and comprehensive quality assurance manual sets out the Institution's quality assurance requirements for staff and students and supports understanding of the management of academic work.

Actions required	Priority H/M/L
27.2 28.3 The Institution must develop robust, institution-wide annual reports against relevant KPIs.	☐ High ☒ Medium ☐ Low
27.4 27.7 The Institution must develop a clear and regular monitoring process relating to clear action plans.	☐ High ☒ Medium ☐ Low
28.1 Senior management must systematically and regularly review its own performance through the Institution's committee structure.	☐ High ☒ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

It is recommended that information on the accreditation of prior learning be made available on the NYC website.

The Institution should consider developing formal feedback mechanisms to inform external stakeholders of any action taken as a result of their views.

The Institution should consider including its quality management policies and procedures on the VLE.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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<u>BAC OFFICE USE ONLY:</u>	THE INSPECTION WAS CARRIED OUT BY:	
	Miranda Hobart	Lead Inspector
	Bob Harris	Team Inspector
	Matthew Kitching	Student Inspector