BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Re-accreditation Inspection

NAME OF INSTITUTION: New York College Athens & Thessaloniki

ADDRESS: 38 Amalias Avenue
Athens 105 58
Greece

HEAD OF INSTITUTION: Mr Elias Foutsis

DATE OF INSPECTION: 18-19 November 2019

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

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

☐ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation withdrawn

DATE: 20 February 2020

PART A – INTRODUCTION

1. Background to the institution

New York College (NYC/the Institution) is a private Institution offering undergraduate and postgraduate degree courses in business, arts, humanities and sciences accredited by four partner universities based in France, the United Kingdom (UK), and the United States of America (USA).

The Institution was founded in 1989 to award degrees from its original partner, State University of New York Empire State College (SUNY) in the USA. It maintains the SUNY partnership while also developing more recent partnerships with European universities.

NYC is based on two city-centre campuses in the cities of Athens and Thessaloniki. The Athens campus is significantly larger and is located on two sites in Amalias and Kallithea.

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

NYC is a limited company with a three-person Board of Directors, whose Chairman is also the NYC President. NYC is licensed by the Greek Ministry of Education, Research and Religious Affairs. The Institution is part of the NYC Educational Group which has affiliated higher education institutions in other European cities. BAC accreditation applies only to NYC provision in Greece.

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

2. Brief description of the current provision

NYC runs courses in business, informatics, communication, international relations, psychology, law, tourism, maritime studies, human nutrition, biomedical sciences, film studies and English Language Teaching.

NYC currently has relationships with SUNY, the University of Greenwich (UOG), the University of Bolton (UOB) in the UK, and the University of Toulouse (UOT) in France. SUNY programmes are delivered under a validation agreement, whereby SUNY validates NYC programmes as being of the appropriate quality and standard to lead to a SUNY degree. The other programmes are delivered under franchise agreements whereby NYC delivers the programmes of the partner institution.

NYC was running 11 UOG programmes, ten SUNY programmes, eight UOB programmes and three UOT programmes at undergraduate level at the time of the inspection. Four of the eight UOB programmes include a foundation Year 0 for students who require additional academic experience. The UOG-linked business studies with specialisms programme has various specialism options.

NYC was running five UOB taught master's courses and three UOG taught master's courses at postgraduate level at the time of the inspection. UOB's Master of Philosophy and Doctor of Philosophy (PhD) postgraduate degrees were also running.

Most courses are taught entirely in English. The foundation Year 0 courses are delivered in Greek. The UOT-linked degrees teach the first two years in Greek before changing to teaching in English, and the new UOT business programme is taught entirely in Greek. Most programmes can be taken either as full-time or part-time modes of study.

Athens offers the full range of programmes. Thessaloniki offers a proportion of the total number of programmes, depending on market demand. Numbers on some programmes are quite small, in some cases in single figures. Bachelor's degree courses in management with UOT, English Language and English Language Teaching with UOG, and Biomedical Sciences with UOG have over 50 full-time students. The Master of Business Administration delivered in partnership with Bolton has the largest number of enrolments of any programme with 120 full-time students.

Several new programmes have begun since the previous inspection, including undergraduate degrees in computing, business management, international hospitality management, and psychology, psychotherapy and counselling. The Institution's collaboration with the Technical University of Varna (TUV) terminated at the end of the academic year 2018 to 2019 for commercial reasons. Most students on the only TUV-linked programme, Marine Engineering and Navigation, transferred to TUV's campus in Bulgaria, and alternatives were put in place for those students who did not wish or were not able to transfer. The SUNY-linked undergraduate business management programme is currently being phased out because other similar NYC programmes are fulfilling current demand.

At the time of the inspection, there were 877 full-time and 119 part-time students. More than 80 per cent of students are full-time. The majority of students are Greek, with Albania, Denmark, France, USA, Lebanon, Philippines, Uzbekistan and Turkey among the other countries represented. Just over half of the student body are male. All the students are over the age of 18.

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

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

NYC Educational Group has affiliated higher education institutions in other European cities, but BAC accreditation applies only to NYC provision in Greece.

3. Inspection process

The inspection team comprised three inspectors, including a student inspector. One day was spent in Athens and one day at the Thessaloniki campus. Interviews were conducted with academic management, administration, teaching staff and students on both campuses. Classes were observed on both campuses. The three buildings comprising the Athens and Thessaloniki campuses were inspected. Relevant documentation was scrutinised. The Institution fully cooperated with the inspection. They had prepared for the process and all documentation requested was supplied.

4. Inspection History

Inspection Type	Date
Full Accreditation	29-30 January 2001
Interim	18 February 2002
Re-accreditation	15-16 May 2006
Interim	27 April 2010
Re-accreditation	18-19 May 2011

Interim	28 April 2014
Re-accreditation	23 & 25 February 2016
Interim	17 May 2018

PART B - JUDGMENT AND EVIDENCE

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

INSPECTION AREA - GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1.   The institution is effectively and responsibly governed

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

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

Comments

The governance structure and responsibilities are clearly defined in the organisational chart of academic and administrative roles on both campuses. The membership, roles and responsibilities of the Board of Directors and of committees including the Administrative Board and Academic Board are specified in terms of reference. The links between governance and management are clearly articulated and documented with job descriptions setting out roles and reporting accountabilities of senior administrative and academic posts.

The Academic Board is responsible for the decision-making on academic matters, subject to the oversight of the Board of Directors.

The organisational structure is effectively communicated at induction, in handbooks and in the operations manual.

Internal stakeholders develop and implement policy through appropriate structures and processes. Staff and students provide feedback to programme leaders who bring it to the Academic Board and Administrative Board, which develop and implement policy subject to oversight by the Board of Directors. Partner institutions influence policy and implementation through annual programme and institutional reviews and validation and franchise agreements with NYC. The views of employers and alumni also contribute to development and implementation.

1.5 1.6 NYC intends to implement a comprehensive risk management system in 2020, but risk is not yet systematically managed or included in action planning, reducing management effectiveness.

Relationships with partner institutions are formally defined in detailed agreements and are transparent about the duties of NYC and the partner institution. This provides mutual understanding of responsibilities that supports effective partnership.

The Institution had clear and appropriate channels of communication. Programme directors are members of the Academic Board which provides an effective overview of academic management. Heads of operational areas are members of the Administrative Board. The Dean of Academic Affairs, Quality & Research is a member of both the Academic Board and the Administrative Board. Programme leaders regularly meet with their staff, and with the elected student representatives for each programme.

2. The institution has a clear and achievable strategy

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

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

Comments

The strategic plan for 2014 - 2019 clearly specifies strategic priorities and goals with action plans and includes financial management. It takes account of the quality of the student experience in setting targets in areas including student retention, support services and employability. This provides a clear strategy for developing the provision. The developing future strategy is likely to include the closer alignment of the Athens and Thessaloniki campuses, as this is currently being reviewed by NYC management.

The current strategic plan was developed using input including market research and intelligence, strategic analysis models, and feedback from applicants and students. Partner institutions are a major contributor through the agreement and partner review system. Stakeholders are therefore able to inform NYC's strategic direction.

The strategic plan is well-communicated at the developmental stage, through the major committees which include student representatives and thorough meetings with partners and is available to stakeholders online and in hard copy when finalised.

The Board of Directors review their own performance against the strategic plan at their regular meetings and the performance of senior management is reviewed by the President as part of staff appraisal. NYC is undertaking an end-of-plan evaluation of its performance against the strategic plan over the five-year period of the current plan. This will inform the new strategic plan being drafted for completion next year.

3. Financial management is open, honest and effective

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

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

Comments

The Institution has effective arrangements for its financial management. The Board of Directors are responsible for financial planning and oversight. The President is responsible for managing the annual budget and is supported by the Financial Manager. These roles and responsibilities are clearly defined. NYC conducts its financial matters professionally, transparently and with probity.

NYC's finances are subject to regular independent external audit. The most recent set of audited financial accounts are provided annually to partner universities.

INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

4. The institution is effectively managed

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

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

Comments

The Institution has a clearly defined management structure set out in the organisation chart showing the staff hierarchy and job roles. This is inclusive of clear reference to the Board of Directors, senior management team, academic leaders, and lecturers. The management structure is well understood by all staff and students. Roles and responsibilities are further stated in the relevant staff and student handbooks.

All roles and responsibilities are understood by all staff and are documented in job descriptions for full and part-time staff and in terms of agreement within contracts for freelance staff. There are clear reporting arrangements at faculty, department and programme levels.

There is an appropriate and effective committee structure specified in the organisational chart and operations manual. The operations manual includes details about roles within the Institution and their responsibilities. This identifies clear reporting lines to keep the management informed of progress, aiding them in their decision-making.

The Board of Directors and Academic Board have clear and appropriate terms of reference and meet regularly. Meetings are provided with agendas and previous minutes and are scheduled in advance on the Institution's academic calendar. Minutes of meetings include actions plans. This supports effective management.

The Institution's undergraduate and postgraduate annual monitoring reports describe and analyse the performance of all programmes and these are disseminated internally and externally. The annual monitoring reports include action plans which effectively aid improvements and ensure programmes are meeting expected standards and are fit for purpose.

The above systems and processes confirm that the Institution is effectively managed across all levels.

5. The institution is administered effectively

5.1	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	☒ Yes	☐ No
5.2	The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.	☒ Yes	☐ No

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

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

Comments

There are administrative staff and offices at the three NYC sites. They are managed by the Academic Affairs Manager who is located at the Athens campus. The Academic Registrar, also based in Athens, manages student administration including enrolments, recording attendance and assessment tracking. The size of the administrative team is sufficient to meet the needs of staff and students and ensures the effective running of the Institution.

The roles of administrative staff in management support are clearly defined, documented and understood via job descriptions and contracts. The roles are appropriately focused to support management activities.

There are clear and documented policies regarding administration procedures and systems. These are included in the staff handbooks and are disseminated effectively at staff inductions. Staff handbooks are also easily accessible via the secure online sharing platform.

The Institution takes great care to ensure classes are timetabled effectively across all programmes. Timetables are designed by programme leaders who consider student needs, staff specialisms and resources to allocate classrooms and specialist workspaces appropriately. Staff and students stated that this was highly effective and inspection findings confirmed this view.

Data collection and collation systems were operating effectively at the time of inspection. Policies have been reviewed and updated to comply with the new data protection regulation introduced in May 2018. All staff have undertaken recent training to support this.

All administration records are stored on a secure and comprehensive central database system. Records include programme data, student information, staff information and progress monitoring. All staff and student records are checked daily to ensure they are accurate and up to date.

Student identity is verified at the start of all programmes via the enrolment checks, using students' passports or other acceptable documentation. Further verification is undertaken upon course completion and prior to awarding certificates.

All internal and external assessments are written by partner universities and are subject to internal moderation and external examination by them. External examination and academic boards are formally scheduled across the academic year, and include consideration and review of formative assessment, summative assessment, resubmissions and referrals.

Students can easily access their records. At the end of their course students are issued with a transcript that specifies all completed modules and achieved credits. This process is timely and documented with dated records. In cases where students do not complete a programme in full, they are issued with a transcript that states which modules have been completed and the awarded credits.

The Institution has a good system in place for providing financial support to students. Regulations referring to student fees are published in the NYC regulations. Financial support is assessed per individual student and information regarding fee payments is securely stored via the central administration system. There is a policy for refunding fees.

The Institution has effective administration systems and processes to ensure staff and students are supported on a daily and longer-term basis.

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

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

All teaching staff are highly qualified academically and within their subject specialisms. They understand their roles and responsibilities and frequently provide support to the Institution and students that is beyond the expectations of their role. Teaching staff spend time with students outside allocated teaching time to discuss issues or concerns.

Managers, heads of operational areas and administrative staff are also suitably qualified and experienced. All staff have clear and appropriate job descriptions.

There have been changes in senior management posts since the previous visit. Both the NYC Director of Academic Affairs, Quality and Research and the Academic Director of the Thessaloniki campus are new internal appointments. They are highly qualified and experienced and are working together to develop a campus alignment strategy.

The Institution has a clearly identified area on its internal network to securely store staff information regarding experience and the verification of qualifications. The Academic Affairs Manager verifies all lecturers' experience and qualifications prior to employment contracts being issued so suitability is ensured.

There are effective procedures for the induction of all staff. This is a standardised system that includes the review and declaration of acceptance by staff of Institution polices. This is supported by programme-specific training. All new staff are mentored by the programme managers.

All staff are treated fairly. This is supported by the Equal Opportunities policy. Staff are made aware of the complaints and appeals procedure at induction, supported by a complaints and appeals policy in the staff handbook. Staff stated that this is effective and inspection findings confirmed this view.

The Institution has a clearly structured appraisal system in place for all full time and part time staff. This is inclusive of lesson observations from senior academic managers and annual appraisal meetings. The appraisal meetings include needs in any Continuous Professional Development (CPD) which is strongly supported by NYC's leaders. All appraisal meeting records are up to date.

CPD is of high priority and regularly monitored by the Head of Department for each programme. This includes reviewing and updating Curricula Vitae (CVs), educational research, industry updating and professional training records at least annually.

The Institution has effective systems and processes in place to continuously support staff and ensure they are suitably qualified and experienced. This contributes to the high quality of students' learning experience.

7. Academic management is effective

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

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

Comments

The Institution works closely with their partner institutions regarding the proposal, design and validation of new programmes based on student and market demand. Procedures comply with the requirements of the partner university.

All programmes have clear specifications. The modules include clear learning outcomes and assessment criteria. Students confirmed that they understand the specifications and module structures and that staff fully adhere to these.

There is a clear meeting structure for academic management. Meetings are formally documented on the academic calendar throughout the year. All meetings are recorded. Heads of department are responsible for updating the Academic Affairs Manager regarding outcomes of meetings and action plans.

Resource allocations form part of the validation process and subsequent programme annual monitoring reports. Subject-specific resources are monitored by the Academic Affairs Manager and can also be requested by staff or by students at any time. Staff and students stated that resources are good and inspection findings confirmed this view.

Lecturers are required to submit all plans and resources to the subject specialist programme managers for review. This is effective as it allows teaching and learning resources to be reviewed in line with the programme level, subject and student needs. This is a standardised process and clearly documented in the staff handbooks. Students confirmed they are satisfied with the resources provided and content of lessons and that they meet their needs.

Students are encouraged to take an active role in the development of the academic provision through their individual feedback and via their representatives. Students gave examples of where changes had been made in response to their input, for example in timetabling and library opening hours, and praised NYC's receptiveness. The processes and regular consideration of student feedback effectively support student-centred learning.

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

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

Comments

The entry requirements are approved by each partner university at the validation for all undergraduate and postgraduate programmes. This process includes any initial assessments required per programme. Entry requirements for all programmes are clearly stated on the Institution's website and in application forms and published prospectuses.

This programme descriptors include language requirements. Students are required to have a good standard of English before starting any programme taught in English. Non-native speakers' competence is verified by their performance in an internationally recognised test or by satisfactory performance in an NYC language placement test. However, there is evidence in committee minutes that some students have difficulties when the teaching on UOT business courses changes from Greek to English for the third year. This will not be an issue when the Greek to English programmes are phased out in favour of the UOT course taught entirely in Greek, but until then lack of fluency in English could compromise some students' ability to derive maximum benefit from their studies.

A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified at enrolment, prior to commencing a programme. Application enquiries are responded to promptly by the administration team and referred to a subject specialist as needed. Applications are followed by an interview with subject specialist academic staff.

The programme leaders are responsible for all admissions and provide advice to applicants on their eligibility, including accreditation of prior learning, as appropriate. Accreditation of prior learning and accreditation of prior experiential learning are supported by an appropriate policy. Discussions with programme leaders confirmed that any accreditation of prior learning and accreditation of prior experiential learning students are recruited with integrity and enrolled on to a programme that best meets their needs.

The Institution offers regular opportunities for prospective students to receive information about all programmes. This is evident via open events, social media, promotional materials and the institution website. Events are inclusive of invitations to liaise with existing students and graduates.

The Institution has highly effective recruitment and enrolment systems in place to ensure students are placed on appropriate levels of programmes and have the skills and knowledge to successfully undertake their chosen programme.

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

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

Comments

The Institution encourages academic staff to undertake research in their subject specialisms and in pedagogy and to publish their findings where appropriate. Although this is not a mandatory requirement, most staff are actively engaged in research and/or scholarship. A research committee now provides a focal point for a more coordinated and strategic approach to research activity.

In addition to research activity at NYC, some staff undertake research activity at other institutions where they also teach and/or are PhD students. Teaching staff who are also practitioners participate in professional academic development and scholarship activity in their field. Academic staff reported that NYC are supportive of their research and scholarly activity. This informs and enriches their teaching practice.

There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities, which is documented in the staff handbook. Research and professional development are also discussed at annual appraisal meetings.

The Institution provides sufficient time for staff to meet regularly to share and discuss current research and related subject activities throughout the academic year. This is often in collaboration with active researchers at partner universities. There is an excellent programme of guest lectures and educational visits in place, with students and staff regularly attending these events. NYC also encourages staff to make conference presentations on their research. Staff and students praised these events as benefitting their teaching and learning experience.

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

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

Comments

The Institution website and associated promotional materials provide an accurate depiction of the Institution's location, premises, facilities, resources and programmes offered.

Programme handbooks provide detailed information regarding the programmes, assessment and progression and are updated annually by the programme manager and partner programme lead to ensure accuracy. They are available to students online and in hard copy.

The information provided includes full details of the awarding body and how module credits are accumulated and calculated to contribute to the final qualification grade. Students are well informed about the status of the qualifications offered.

Potential students are informed at interviews and induction of the full cost of all programmes, including costs of assessments and any required materials. Detailed information is set out in the agreement that students sign with NYC. Any students requiring financial support are assessed by the Institution and individual financial support plans are implemented effectively.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

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

11.8	Students and academic staff have access to appropriate learning and study materials as well as other resources and the institution encourages and supports their use.	☒ Yes ☐ No

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

Comments

Lecturers have the subject and pedagogic knowledge, communication skills and experience to provide quality teaching. The large majority of NYC teaching staff are part-time, and many combine their academic work with professional practice in their subject area. This enables them to remain up to date with current practice and supports NYC's objective to develop students' skills and knowledge to an industry standard. All academic staff are subject specialists for the programmes they teach and assess.

Allocation of teaching staff to courses provides for an effective learning experience and is monitored via student performance, feedback and staff appraisal. The instructors' handbook contains information on teaching and learning that includes teaching techniques, alternative learning strategies and problem students. This is a useful source of information to support teaching quality and promote consistency.

Academic staff have a collaborative approach to learning that is demonstrated by peer lesson observations, internal training, CPD and sharing good practice, implemented with an emphasis on practical skill development and creativity. These processes are used to inform assessment design and supports formative and summative assessment methods.

Programme handbooks clearly include detailed module descriptors and defined learning outcomes that are reflective of the level and subject. These also clearly outline module content and delivery methods that have been carefully designed based on the subject and associated disciplines. Formative assessment methods are appropriate and relevant and supports the final assessments. The programmes and their constituent courses are therefore delivered and assessed in ways that enable students to succeed.

Academic staff are highly effective in recognising individual learning needs and preferred learning styles and continuously adapt their delivery approaches and assessment methods to meet these. Lesson observation confirmed teaching quality.

Delivery approaches include group work and other related collaborative activities across relevant subject disciplines, encouraging active student participation.

Independent learning is continuously encouraged, and the Institution has good facilities to support this, including spacious and flexible classrooms, information and communication technology studio spaces, technical areas, practical workshops, computer rooms, lecture rooms and lecture theatres. Inspection findings confirmed there is a consistent productive learning environment.

Students and academic staff have access to appropriate learning and study materials and to other resources including textbooks, online access and the VLE, and NYC encourages and supports their use.

12.	**Assessment is fair and appropriate for the level and nature of the courses, and students receive timely and supportive in their work**	
12.1	Students are provided with an assessment schedule, in which required coursework and revision periods are detailed in advance with clear submission dates.	☒ Yes ☐ No
12.2	Assessment strategies are relevant to the content and nature of the courses and focused on measuring students' achievement of the intended learning outcomes.	☒ Yes ☐ No
12.3	Assessment tasks are clearly written, indicating what students need to do to meet stipulated levels of achievement.	☒ Yes ☐ No
12.4	Students receive detailed and supportive verbal and written feedback on their assessments and overall performance and progress, which are effectively monitored.	☒ Yes ☐ No

12.5	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	☒ Yes	☐ No
12.6	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	☒ Yes	☐ No

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

Comments

Programme handbooks include an assessment schedule that clearly indicates any formative and summative assessments and revision periods so that students have this information at an early stage. This enables them to effectively plan their work and assignments.

Assessments methods are varied and appropriate at each level. Assessments methods are also fully reflective of the subject discipline and the learning outcomes and provide appropriate challenge. Students confirmed that assignments reflect course content and are engaging.

Assessment formats are standardised and include all necessary details such as required evidence for submission, submission dates and assessment criteria. These are also quality assured by each partner university.

Student progress is evaluated during formative assessment, and oral and written feedback is provided throughout the programmes. This is recorded using a standardised template. Summative feedback is also recorded on a standardised assessment record. Inspection of these records confirmed that feedback on assessment is timely, individual to each student, reflective of the work undertaken and developmental.

The students indicated that they would like student participation in class to be formally assessed as an incentive for all students to take an active part in discussion. Class participation is formally assessed by some partner universities but not by all and is not given the weighting that students would like. Students recognised that consistency across the institution would require the agreement of all partner institutions.

The Institution informs students about the plagiarism policy at induction. This is inclusive of malpractice and maladministration. Information on penalties for cheating and other misdemeanours is included in handbooks. The importance of academic referencing of sources is continuously emphasised. Students also sign a declaration to authenticate assessment submissions. In addition, the Institution uses specialist anti-plagiarism software.

There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded. These are effectively disseminated through the handbooks. Any such claims are recorded in Academic Board minutes and associated faculty meetings.

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

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

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

Comments

All programme materials are appropriately designed to meet the requirements of the programme level and subject content. Subject specialists specify the materials required and teachers make effective use of a range of teaching and learning aids. Lecturers are also very proactive in introducing new technologies where appropriate to deliver lessons. Delivery plans and session plans demonstrated valid differentiation and how these meet learners' needs. All materials are also quality assured by each partner university to ensure they are fit for purpose and meet required standards.

Programme materials are standardised using templates and then edited dependent on the subject discipline. Resources to support modules are varied and effective. These include written materials, audio visual materials, visual based sources and the VLE. They are appropriately presented and comprehensive and support programme objectives.

Programme materials are reviewed in response to staff and learners' feedback prior to any redistribution at the subsequent module. Annual monitoring reports to partners may also result in changes to programme resources. Evidence of such activity is recorded using internal standardisation documents and meeting minutes. This review and revision process ensures that the materials are accurate and reflect current knowledge.

Students are provided with the resources required for lessons and the Institution is very supportive of learners that may need additional resources or who need to refer to any lessons they may have missed. However, the VLE could be utilised more effectively to help support this. It could also be used as a platform for further resources to be shared and accessed outside of the classroom.

The Institution has wide ranging and differentiated delivery, assessment and learning resources in place across all programmes to ensure the student learning experience is current and highly relevant to each subject and level of programme. Overall, the Institution enables students to access all the resources they need to support their learning.

INSPECTION AREA - STUDENT SUPPORT, GUIDANCE AND PROGRESSION

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

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

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

Comments

The Institution provides a comprehensive counselling service which supports the psychological and emotional well-being of NYC students. It is staffed by a psychologist and two trainee psychotherapists. The service provides opportunities for students to talk confidentially with a mental health professional regarding any issues such as well-being and personal growth, or to work on concerns linked with academic progress. The service runs regular group

sessions and workshops on wellness and mental health. Partner university interactive tutorials on personal development are also available online.

A comprehensive induction week is held for all students at the beginning of the academic year and includes information on programmes and facilities.

Appropriate information on support services including an emergency contact number is provided online and in programme handbooks.

There are published and appropriate anti-discrimination and anti-bullying and harassment policies introduced at induction and available online.

Administrative and teaching staff and student affairs staff are available to assist students with any issues they may have. Students reported that enquiries are promptly and sympathetically dealt with.

The institution's out-of-hours contact details are outlined in the student handbook. Students reported that staff respond promptly to emails or VLE messages, including during evenings or weekends, and are available out of hours for meetings if necessary. NYC's system includes students' personal contact information and their emergency contact.

14.8 NYC does not have an anti-radicalisation and extremism policy, has not undertaken a risk assessment and staff have not been suitable trained.

15. Students receive appropriate academic support and guidance

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

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

Comments

Students have appropriate access outside of classroom time, and the instructor's handbook makes it clear that this is an obligation for all teachers. This provides teachers with clear information about the policy and students confirmed that staff were accessible outside of class time either in person or by e-mail.

All students upon admission are assigned to an academic advisor who they are required to meet at least twice a term. Meetings can include discussing progress, study techniques and plans, using NYC services, career plans and other student-centred issues. There is a comprehensive and helpful advisors' handbook to support advisors in their role and ensure that there is consistency in the service that students receive. Partner university interactive tutorials on academic development are also available online.

Assessment outcomes are monitored via the online system managed by the registrar and by academic advisors. Subject leaders and academic advisors advise students who are not making sufficient progress or wish to change their pattern of study, for example from full time to part time. The careers service offers aptitude tests to students who are not making progress in their programme or who want advice on alternative options.

Developing students' employability is a key NYC aim and it provides comprehensive career services. Many programmes require students to develop a careers portfolio and include internships, providing students with exposure to the world of work. As active professionals, many lecturers have strong links with employers, and this gives students insight into careers opportunities in their chosen field as well as facilitating placements. A useful careers guide provides advice and information, and careers camps and workshops provide students with practice in writing CVs, job applications and interviews. NYC holds seminars where employers make presentations and interact with students and there is an annual careers fair. NYC graduates' career success stories are posted online to encourage current students. NYC therefore provides many useful ways for students to obtain careers advice and support and assist their job-hunting.

Whilst information on further study including international study is provided, some students reported that more in-depth information from a subject specialist and discussion with their counterparts at partner institutions would help them to make decisions.

There is a NYC complaints procedure if a complaint is about the services provided by the Institution, and information is included in handbooks and on the e-learning platform. Students, whose complaints are about other issues such as the curriculum or programme standards, are advised to use the NYC process initially but are advised that they also have the right to refer their complaint to the partner university. Partner universities have detailed information about complaints regulations and processes on their websites, including information relating to the use of the OIA. Students are advised of the BAC complaints procedure.

Clear advice on effective studying is provided via academic advisors, programme handbooks, and the student affairs and careers offices. A Writing Centre has been operation for several years, with the aim of ensuring high standards of written work. Students can book appointments with an English teacher for help with issues such as assignment structure, referencing and plagiarism.

Students are asked and encouraged to disclose any Special Educational Needs and Disabilities (SEND) on the application form. Partner universities have appropriate polices about individual support and reasonable adjustments for students with SEND, including adjustments to assessments, and NYC implements these. Support is also available from the student affairs and counselling offices. Any specialist resources, equipment or technical support required are identified by the administration as part of the enrolment process or by programme leaders or academic advisors and are provided as appropriate.

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, which is specific to international students, continues to be available throughout their time at the institution.	☒ Yes ☐ No ☐ NA	
16.4	Provision of support takes into account cultural and religious considerations.	☒ Yes ☐ No ☐ NA	

16.5	Where possible, students have access to speakers of their own first language.	☒ Yes ☐ No ☐ NA

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

Comments

The Office for International Students (OIS) is the focal point for advice and assistance. There is appropriate information for international students on the NYC website, including application requirements and procedures, travelling and living in Greece, accommodation and visas and residence permits. International students get personalised support in obtaining a visa and residence permit.

An orientation event is held for new international students which provides an opportunity to ask questions about living and studying in Greece, meeting other international students, and to meet staff. Student are also provided with information about NYC's various clubs and societies. If they so wish, new international students can be accompanied by an NYC staff member to inspect potential accommodation and to sign the tenancy agreement.

Information and advice are available from the International Office throughout a student's time at NYC and they are encouraged to remain in contact with the office.

Cultural and religious considerations are taken into account. They are part of the induction and the OIS encourages students to celebrate national holidays such as the Chinese New Year and Albanian Spring Day. The vast majority of students are Greek and are taught in English, but speakers of some other languages are available to answer student queries.

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

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

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

Comments

There are appropriate, clear and published policies on attendance and punctuality. They reflect the regulations of the degree-awarding partner universities. Appropriate and clear and links to the relevant partner's requirements are published in programme handbooks.

There are effective procedures and systems in place to monitor student attendance and punctuality. Students sign a contractual agreement to abide by the regulations of the partner institution, and any non-compliance with attendance regulations will trigger appropriate sanctions up to and including removal from the course.

Accurate and secure records of student attendance and punctuality are kept for every teaching session.

Data is collated and reviewed as part of the programme monitoring process, with any patterns of absence included in the heads of department monthly updates. Absences will be followed up by the teacher, academic advisor, programme leader or head of department, depending on the nature and pattern of absence, with referral to support such as counselling or careers advice where appropriate.

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

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

Comments

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

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

Comments

Students are provided with appropriate information on social events online and via the students' union and notice boards. There are also several active recreational and sporting clubs. The student union plays a leading role in organising social activities including societies, events and excursions.

The programme is responsive to students' needs and wishes. Students are encouraged to set up clubs in subjects that interest them. NYC has arranged discounts or free access to some external recreational facilities, including free swimming, basketball and athletics at the National Gymnastics Club.

NYC supports peer interaction and the student magazine launched this year provides another channel of communication. Information for students is also posted online and through social media so it is available to part-time students.

The language centre offers students an opportunity to learn Spanish, Russian or French on Saturdays.

The Institution therefore provides an appropriate social programme and information to help students to enjoy their time at NYC. Students did express a wish for more social interaction with students at partner institutions located in the USA and Europe.

INSPECTION AREA - PREMISES, FACILITIES AND LEARNING RESOURCES

20. The institution has secure possession of and access to its premises

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

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

Comments

NYC has secure leases on its premises. It has the legal right to use them for the delivery of higher education.

NYC has access to suitable external premises if it is required for a particular event.

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

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

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

Comments

There are receptionists at both buildings on the Athens campus to receive visitors and appropriately restrict access. As for the Thessaloniki campus, the reception area is on the first floor and the entrance is through an unlocked door on a busy street.

21.1 The entrance to the Thessaloniki campus is therefore not restricted or secured and risks compromising the safety and privacy of staff and students.

The premises are maintained in a satisfactory state of repair and decoration and cleanliness.

Specific health and safety rules are displayed in laboratories and are brought to the attention of students, staff and visitors.

General guidance on health and safety is made available to students, staff and visitors. Notices including fire and first aid information are displayed on boards and walls throughout the campuses. Guidance on health and safety is provided to staff and students at inductions. Health and safety information is included in programme handbooks. The student affairs department develops personal emergency evacuation plans for disabled students to meet their special needs.

There is adequate signage providing directions and information for staff and students internally and externally in all buildings. There is satisfactory circulation space for students and staff and suitable space to receive visitors. There are appropriately allocated bathroom facilities across the Institution that are clean and maintained daily. Air conditioning, heating and ventilation in teaching and learning areas, offices and communal areas are all satisfactory.

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

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

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

Comments

All classrooms and other learning areas are suitable in size and number for the number of students enrolled for each programme. They are flexible spaces that accommodate practical and theory-based lessons. Practical workshops are well laid out and are sufficient for the number of students requiring use of the facilities at any one time.

Classrooms and learning areas including specialised learning areas are equipped with teaching aids such as white boards, flip charts, and audio-visual equipment that support effective delivery of teaching.

Classrooms and other learning areas are suitable for conducting practical and theoretical assessments.

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

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

Comments

Students have access to sufficient space and suitable facilities for independent study and group work. There is space in the library, in unoccupied classrooms, and in small meeting rooms that can be booked.

Academic staff have access to suitable space and facilities for lesson preparation, marking and meeting students. There are designated staff rooms and bookable meeting rooms.

There are common spaces for students and staff to relax and eat and drink on both campuses. These include a communal cafeteria for the use of staff and students and areas with food and drink dispensers. The main Athens building has a large courtyard for eating and relaxation.

Students and staff can keep personal belongings with them in lockable classrooms and there is access to secure locker storage if required. Staff rooms are all secure and lockable.

There are a number of rooms at the Institution that can be booked and used for staff and student meetings. These range from large board rooms to smaller meeting rooms.

Administrative offices are of a good size for the allocated number of administrators and associated staff and provide a suitable environment for effective administration.

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

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

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

Comments

The Institution has sufficient provision of learning materials including books, journals and periodicals and online materials. There is an onsite and electronic library available for all students.

Students have electronic access to the relevant partner institution's resources so can access the books, journals and periodicals and online material relevant to their programme. In general, this effectively supports student learning, although students of one partner institution did report some delay in their being able to access the partner institution's library resources.

Qualified and experienced librarians staff and manage the libraries. Central records of materials are systematic and reflective of subject and levels of programmes. Staff and students can suggest additions at any time, and there are effective systems in place to ensure these are implemented.

The libraries provide sufficient space for student independent study and group working. These have been inspected by the Greek Department of Education as part of the licensing process and confirmed as satisfactory. In addition, there are many communal and private learning areas throughout the Institution that are accessible every day or can be booked for formal activity.

There is a well-organised lending procedure that is reflective of the number of students and programmes and enable students to access a wide range of subject specific materials across all levels of programme. Library opening times are sufficient for students' needs and allow for independent learning outside the programme timetables.

The library systems and processes ensure students are able to learn independently.

25. The information technology resources are well managed, effective and provide a fit-for-purpose learning resource for the student body

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

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

Comments

The computer rooms at the Institution provide appropriate technological access and sufficient connectivity to enable student flexibility in carrying out their studies. Computers are also provided in the libraries and bookable laptops are available for use in lessons. There is wireless connectivity throughout the campus.

Students have effective online resources that assist with their learning. However, the Athens and Thessaloniki VLEs differ in their appearance and functionality which makes it difficult for students to use both environments. Aligning the system so it could be used by all NYC students would be beneficial for students' learning and reflect the Institution's commitment to alignment between the campuses.

Specialist design hardware and software are available to all students. This provision is reviewed at the start of each academic year and prior to commencement of any programmes to identify any updating or replacement needs. All updates and replacements are reported in the annual monitoring reports.

The Institution has an Information Technology (IT) department with experienced staff who provide staff and students with access to a technician on-site and remotely if required, supporting students and staff and ensuring the continuity of systems.

NYC makes effective provision for students to access resources conventionally and online.

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

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

Comments

NYC regularly canvasses and records the views of significant stakeholders through formal and informal methods. Students on each programme complete a formal anonymous survey at the end of each term, evaluating the course and teachers and providing suggestions for improvement. The results are considered and analysed at programme and department level including in the internal evaluation that takes place during the preparation of the annual monitoring reports. Action is taken as necessary by NYC and by the partner institution depending on the issue.

The Students Union is an elected body of students, with representatives for each level of each programme. They act as a channel for student views at NYC meetings. Student representatives also have regular meetings with the link tutors from partner institutions so can feed their views directly to the degree-awarding body.

The Students Union is informed when action has been taken as a result of their input. Students reported that NYC was very receptive to their views. They cited changes to library opening hours and to a timetable as examples of where the institution took action in response to their views.

Alumni views are obtained via the alumni office. NYC regular interaction with employers obtains their feedback and an employers' satisfaction survey has been developed for companies that participate in NYC's careers events to obtain further feedback. However, there is no effective forum for channelling the views of employers to NYC, and this means that the Institution lacks this overall group input into course development and employability.

NYC organises events including open lectures and seminars to enhance engagement with the wider community. All important information is disseminated through College's webpage and social media.

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27.   The institution has effective systems to review its own standards and assess its own performance

27.1	All quality management policies and procedures are clearly documented and are brought to the attention of staff and, where appropriate, students and other stakeholders.	☒ Yes	☐ No
27.2	The institution's quality assurance policies and procedures appropriately inform its strategic management.	☒ Yes	☐ No
27.3	The principles of quality assurance are embedded throughout the institution to ensure a quality ethos.	☒ Yes	☐ No
27.4	The institution undertakes regular and systematic monitoring of its operations and reviews all aspects of its performance against clearly specified and appropriate performance indicators.	☐ Yes	☒ No
27.5	Management compiles regular reports that present the results of the institution's reviews and incorporate action plans.	☐ Yes	☒ No
27.6	Particular attention is paid to the quality of the student learning experience and to ensuring that there is fair treatment of all students.	☒ Yes	☐ No
27.7	The nominated course leader produces an end-of-session, end-of-semester or end-of-year course report that includes measures of student satisfaction, completion rates and achievement levels.	☒ Yes	☐ No
27.8	The nominated programme leader, drawing upon reports from its constituent courses, produces an annual programme report, which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment.	☒ Yes	☐ No
27.9	Key performance indicators include an analysis of student outcomes in terms of year-on-year performance, which highlights any significant variations.	☒ Yes	☐ No
27.10	General performance reports include an analysis of year-on-year data, including on student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues.	☒ Yes	☐ No
27.11	Review and revalidation of programmes on a regular basis involves external assessors as appropriate.	☒ Yes	☐ No

27.12	Institutional systems ensure the effective consideration of programme reports and that appropriate actions are incorporated into action planning.	☒ Yes ☐ No

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

Comments

Quality management policies and procedures are clearly set out in the comprehensive NYC Quality Assurance Manual which details the framework and systems for internal and external quality assurance. It is available to students and staff online.

The operational management and implementation of quality management procedures is under the leadership of the quality assurance office. The Academic Board, as the highest academic body, has the ultimate responsibility for the approval, monitoring and reviewing of quality management procedures. Quality management procedures inform strategic management through the Academic Board. Quality monitoring and enhancement is an intrinsic part of the 2014–2019 strategic plan. This is expected to continue in the new strategic plan.

Effective quality assurance is essential for NYC's to maintain its partnerships and remain viable. Agreements state that continuing partnership is subject to the satisfactory outcome of annual monitoring and periodic review of NYC programmes, and to the implementation by NYC of partner specifications. SUNY has a dedicated office at NYC to facilitate liaison between the partners. Link tutors from other partner universities visit NYC often to monitor programme implementation and enhance collaboration. The link tutor meets with local tutors and separately with students, with minutes taken to ensure effective recording and dissemination of the discussions and agreed actions. Quality assurance to maintain and enhance the quality of programmes is therefore a central NYC focus and embedded in NYC's ethos. This is reflected in excellent procedures for programme monitoring.

27.4 27.5 Reporting is primarily focused on reporting to partner universities, which makes it more difficult for NYC to take an NYC-wide perspective to support quality assurance and enhancement across the Institution. NYC recognises that it needs to create a consolidated process of reporting across NYC and develop institution-level indicators that synthesise quantitative and quantitative data and use it for quality enhancement. It is in the process of developing this system, but it is not yet in place.

NYC recognises the positive influence of quality assurance procedures on the students' development and pays particular attention to the quality of the students' learning experience. The Institution involves students in quality assurance activities, though the analysis of termly student feedback questionnaires and data about course and teacher performance, which is analysed and actioned. Students also contribute to quality management via the Students Union, feedback to link tutors of partner institutions, representation at periodic reviews and representation at the Academic Board.

Each head of department completes a department affairs monthly questionnaire providing information and analysis of the department's programmes and the performance of individual students. This enables tracking of student, programme and departmental progress during the academic year.

Programme leaders, assisted by colleagues, are responsible for developing the annual programme reports for partner universities. While the specific information required by partners varies, reports include a review of key developments from the previous academic year, an identification of the strengths, weaknesses, opportunities and threats that the Institution faces, an update on actions from the previous institutional report and an action plan for the following year.

A Critical Appraisal for Partnership Review takes place before the renewal of an agreement with a partner university, at least once every four years. A panel undertakes an in-depth review of the programme over that period and presents its findings to the partner institution for consideration prior to the renewal of the agreement. The panel includes at least one academic member from another institution to bring an external perspective to the review.

Institutional systems ensure effective consideration of programme reports and that appropriate actions are incorporated into action planning. Action about an issue related to an individual is taken by the programme director in

discussion with the staff member. Generic information about teaching issues and trends is shared at programme meetings and changes are incorporated int handbooks.

The Institution therefore has effective policies and procedures for the quality assurance and enhancement of NYC programmes. Both NYC and its partners have a systematic approach to quality monitoring and enhancement in the collection of data, reporting arrangements and actioning improvements.

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

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

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

Comments

Good practice is effectively identified in monitoring and review processes and is disseminated to staff and students by means including committee meetings, programme meetings, staff appraisal, staff development events, seminars and conferences.

The annual monitoring reports clearly detail progress and the implementation of actions specified in the previous report and relevant reports and feedback from partner institutions. The monthly and annual reports effectively identify areas where enhancements are required, supporting quality development.

Programme meetings and the Academic Board monitor action plans for improvements and ensure that objectives are achieved.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT
Institution's Strengths

There is clear governance and accountability that provide a structure for effective management.
The agreements with partner institutions are detailed and transparent and support effective academic alliances.

Actions Required	Priority H/M/L
1.5 1.6 NYC must develop and implement an effective risk management process to support effective planning and action planning in response to identified threats.	☐ High ☒ Medium ☐ Low

GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION
Institution's Strengths

There are dynamic leaders at both the Athens and Thessaloniki campuses who are working together well to drive improvement.
NYC provides encouragement and practical support for staff research, scholarship and professional development that enriches teaching.
NYC has a positive culture of community and enthusiasm which is reflected in staff and student feedback.

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

TEACHING, LEARNING AND ASSESSMENT

Institution's Strengths

NYC has well-qualified, experienced and highly motivated teaching staff who provide a positive learning experience for students.
Programmes have very clear structures, outcomes and assessments which are communicated to students at the start of their course and are systematically delivered.

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

STUDENT SUPPORT, GUIDANCE AND PROGRESSION
Institution's Strengths

NYC has good structures for pastoral and academic support, including the counselling service and the academic advisor system, to support students' academic and personal well-being.
NYC has a clear focus on employability which is supported by staff, systems and initiatives that effectively prepare students for the job market.

Actions Required	Priority H/M/L
14.8 NYC must put in place effective arrangements to prevent radicalisation and extremism.	☐ High ☒ Medium ☐ Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's Strengths

Both campuses have flexible learning spaces that can be used for formal lectures as well as more collaborative approaches depending on the needs of staff and students. There is good private study space available on both campuses.

Actions Required	Priority H/M/L
21.1 The Institution must ensure that the entrance to the Thessaloniki campus is restricted and secure to ensure the safety and privacy of students and staff.	☐ High ☒ Medium ☐ Low

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's Strengths

The involvement of students in the quality system, including via formal elected representatives, ensures the consumers' voices are heard and action is taken where possible. Excellent systems are in place with partners for the review and enhancement of programmes to ensure quality.

Actions Required	Priority H/M/L
27.4 27.5 NYC must undertake regular and systematic monitoring of its entire operations and review all aspects of its performance against clearly specified and appropriate performance indicators and implement action plans to monitor and enhance quality.	☐ High ☒ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

NYC should ensure that students transitioning from being taught in Greek to being taught in English are sufficiently competent in English to ensure they can derive maximum benefit from their learning. NYC should review the possibility of student participation in class as an assessment criterion on all programmes as an incentive to students. NYC should consider mechanisms to provide more subject-specific information for students who are interested in further international study, and to enable more social interaction with peers in partner institutions on this and other issues. NYC should ensure that all students get prompt access to the library resources of all partner institutions to support student learning. The Institution should consider further utilisation of the VLE as a platform to be accessed outside of the classroom and using the same VLE across both campuses to improve functionality and reflect NYC's alignment strategy. NYC should consider establishing an advisory group of alumni and employers to provide their perspective on NYC graduates' quality and employability in the interests of curriculum development and enhancement.

COMPLIANCE WITH STATUTORY REQUIREMENTS