BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Reaccreditation Inspection

INSTITUTION: KE.M.E. NEW YORK COLLEGE: ATHENS and THESSALONIKI CAMPUSES

ADDRESS: 38 Amalias Avenue
Athens 105 58
Greece

HEAD OF INSTITUTION: Mr Elias Foutsis

DATE OF INSPECTION: 23/02/2016 Athens; 25/02/2016 Thessaloniki

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON REACCREDITATION:

◉ Reaccreditation awarded for the full four-year period.

◯ Decision on reaccreditation deferred.

◯ Award of reaccreditation refused.

Date: 14 Apr 2016

PART A - INTRODUCTION

1. Background to the institution

New York College (NYC, the College) was founded in 1989 with the support of the State University of New York, Empire State College, initially aiming to provide Greek students with the opportunity follow US higher education programmes, leading to an accredited US degree. Over the years the College's curriculum has expanded and accordingly other additional education partners have worked with NYC as validating or accrediting university institutions for new study pathways. In addition to Empire State College, the College currently has such relationships with the University of Greenwich, the University of Bolton, University of Toulouse 1, and the National American University

The College is a part of the NYC Educational Group which has affiliated higher education institutions in Prague, Tirana and Belgrade.

Greece is in its sixth year of recession, with some continuing political turbulence. Despite this NYC has been able to continue to recruit students to its programmes. The economic situation has affected research funding, student visits to the UK university partners, and student tours. Many students have to work to finance their studies and they appreciate the arrangements made by the College for evening study classes.

2. Brief description of the current provision

The College offers programmes at undergraduate and postgraduate levels across a wide range of disciplines, covering Business, Tourism, Shipping, Engineering and Informatics, Humanities and Social Sciences, and Health Sciences. Specialist Masters degrees, and an MBA programme are also within the portfolio of programmes. In collaboration with the University of Bolton the College supervises students registered for a PhD award.

The full range of NYC programmes is offered in Athens, while the smaller Thessaloniki campus offers a selection, tailored to market demand. The curricula, together with the management and administration of programmes are identical in the two centres and there is a high level of liaison and co-ordination in their delivery.

NYC currently has approximately 950 students registered at its Athens campus and 150 students in Thessaloniki.

3. Inspection process

The inspection team comprised two inspectors and a student member. One day was occupied at the Athens campus and one day at the Thessaloniki campus. A wide range of documentation was examined and the team met representatives of academic management, administration, teaching staff and students at both campuses. Classes were observed, a sample of assessed work seen, and a review of the premises was included at both sites. In Athens, both of the main College buildings were visited (Amalias and Kalathea premises).

This inspection report is an overall evaluation of the College's provision in Greece, covering both NYC campuses, in Athens and in Thessaloniki.

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

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, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and understood by stakeholders.	◉ Yes ○ No
1.2	The head of the institution, directors and other relevant persons are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	◉ Yes ○ No
1.3	Policies, procedures and systems linking governance and management are well documented and effectively disseminated across the institution.	◉ Yes ○ No
1.4	The institution engages in appropriate risk management planning, which is administered and monitored by named individuals.	◉ Yes ○ No
1.5	The head of the institution, directors and other relevant persons are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	◉ Yes ○ No
1.6	The governing body conducts regular risk assessment exercises in all areas of the institution's provision.	◉ Yes ○ No
1.7	All relationships with other educational institutions and organisations are defined formally and are fully transparent, with institutions compliant with partner or parent institutions' requirements, where applicable.	◉ Yes ○ No

This standard is judged to be: ◉ Met   ○ Partially Met   ○ Not Met

Comments

• The College's governance and management structures are clearly defined, communicated and understood by staff.
• A Board of Directors oversees the College's effective operation, while an executive group meets daily to coordinate day-to-day matters.
• Senior staff are well qualified and with long-standing management experience.
• There are formal agreements in place with the College's UK validating universities; Empire State College (State University of New York) has administrative staff present on campus.
• Risk management is currently addressed in the Strategic Plan and through the College's planning and review processes
•The College is recommended to establish a more formal risk assessment register, which extends across the institution's areas of operation and which is periodically and systematically reviewed.

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 financial management.	● Yes ○ No
2.2	There is provision for stakeholder input 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 and the institution's overall performance and measure this performance against strategic targets.	● Yes ○ No

This standard is judged to be:　● Met　○ Partially Met　○ Not Met

Comments

•A Strategic Plan is in place, informed by market research and intelligence and taking into account feedback from applicants and students. The Plan sets out objectives, values and goals together with the College's strategic priorities for 2014-2017. The Plan is available to all staff through the College intranet.
•Indicators for measuring the achievement of strategic priorities are identified and periodically monitored.
•Through its President, NYC has established a network of stakeholders in government, business and industry, which regularly provides relevant information and data to inform strategic planning.

3. **Financial management is open, honest and effective**

3.1	The institution conducts its financial matters 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 College is a Limited Company licensed by the Greek Ministry of Education, which examines its accounts and requires their external auditing.
•Financial statements are available publicly and are externally audited.
•Finance is managed through the College's administration department and a finance officer is in place at both the Athens and Thessaloniki campuses.
•Evidence was heard testifying to the skilful management of finance within a very challenging economic situation, ensuring continuity of employment and of provision.

4. **The institution is effectively managed**

4.1	The management structure is clearly defined, documented and understood by all stakeholders including governors, management, staff and students.	⦿ Yes ◯ No
4.2	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
4.3	There are clear channels of communication between management, the governing body, staff, students and other stakeholders.	⦿ Yes ◯ No
4.4	There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels. This should include provision for academic leadership at programme and individual course level.	⦿ Yes ◯ No
4.5	There is an effective committee structure with appropriate reporting lines which informs management decision-making and provides feedback to stakeholders.	⦿ Yes ◯ No
4.6	Committees and other meetings have clear and appropriate terms of reference, are scheduled to meet regularly and are minuted accurately.	⦿ Yes ◯ No
4.7	There is a set of comprehensive policies, regulations and procedures for staff and student conduct.	⦿ Yes ◯ No
4.8	Management ensures that all information, internal and external, including publicity material, is accurate and fit-for-purpose.	⦿ Yes ◯ No
4.9	A policy exists and is administered effectively regarding collection of and refund of student fees.	⦿ Yes ◯ No
4.10	Management compiles reports at least annually presenting the results of the institution's reviews and incorporating action plans. Reports include analysis of year-on-year student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues.	⦿ Yes ◯ No
4.11	Action plans are implemented and reviewed regularly, with outcomes reported to management and subsequently to the governing body.	⦿ Yes ◯ No
4.12	Management monitors and reviews academic and administrative staff performance through a clearly documented and transparent appraisal system.	⦿ Yes ◯ No

This standard is judged to be: ⦿ Met   ◯ Partially Met   ◯ Not Met

Comments

• College structures, communication lines and staff responsibilities are clearly set out in organisational charts and job descriptions.

• Academic programmes are reported and considered at the Academic Board. Committees report to the Board of Directors, decisions are minuted. It would be helpful to include an organogram of the committee structure in the developing Quality Manual.

• The College's policies and regulations are published and communicated in the Staff Operational Manual and the General Student Handbook, both of which are comprehensive and informative documents.

•Good evidence was heard of the effectiveness of communication between the Athens and Thessaloniki campuses: there is formal liaison and a daily communication at management level; new staff have been well supported; programme leaders are able to compare delivery of programmes and mutually support and advise.

• Information is checked by the College, publicity and marketing information is also subject to approval by the partner university institutions.

•The contract with student's addresses payment and refund of fees.

•Comprehensive annual programme reports are made to the partner universities, including action plans; however, it is not clear whether these are always fully incorporated into the College's own internal management and reporting procedures

•The College has in place an evaluation procedure for instructors which takes into account student questionnaire evaluation, a structured self-assessment, and class observation. The results of the evaluation are discussed by the member of staff with a senior colleague. The College recognised that while such an evaluation contributed significantly to appraisal, a full staff appraisal system would be more wide-ranging and more formalised; the development and implementation of appraisal is ongoing.

5. Academic management is effective

5.1	There are appropriate procedures for the proposal, design and validation of programmes of study which take cognisance of the mission of the institution, national imperatives, market demand and resource issues and reflect international norms.	◉ Yes ○ No
5.2	Management ensures that the stated curricula are delivered as presented in the prospectus and other related documentation, and that requirements from professional or other relevant bodies are met.	◉ Yes ○ No
5.3	There are regular scheduled and minuted meetings of academic staff to review academic programmes.	◉ Yes ○ No
5.4	There is an appropriate policy and effective procedures exist for the acquisition of academic resources to support programmes.	◉ Yes ○ No
5.5	Appraisal of academic staff includes regular classroom observation which is used for the dissemination of good practice.	◉ Yes ○ No
5.6	Academic staff are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.	◉ Yes ○ No

This standard is judged to be: ◉ Met   ○ Partially Met   ○ Not Met

Comments

•The College's programmes are collaboratively developed and formally validated through systematic procedures conducted by its partner universities.
•Systematic monitoring of programme delivery is in place, with periodic reports to the partner universities.
•The Academic Board of the College has oversight of all programmes; the Board has a published constitution and terms of reference, and meets at least three times a year and its meetings are minuted.
•Academic staff meet regularly at programme level to review learning and teaching and student progress; the minuting of these meetings is an ongoing development. The College is recommended to strengthen minuting with action points for those academic meetings where formal decisions are taken.
•Classroom teaching observation is well-established and informs the evaluation of staff. The College is reviewing its system for gathering student feedback on staff teaching, with a view to increasing participation.
•Continuing professional development of academic staff is encouraged, with a variety of in-house professional training activities and a staff development budget. Identified good practice is shared through the college social media.

6. **The institution if effectively administered**

6.1	Administrators are suitably qualified and experienced and understand their specific responsibilities and duties.	◉ Yes ○ No
6.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	◉ Yes ○ No
6.3	The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.	◉ Yes ○ No
6.4	Policies, procedures and systems are well documented and disseminated effectively across the institution.	◉ Yes ○ No
6.5	Data collection and collation systems are effective and accurate.	◉ Yes ○ No
6.6	Classes are timetabled and rooms allocated appropriately for the courses offered.	◉ Yes ○ No
6.7	Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.	◉ Yes ○ No

This standard is judged to be: ◉ Met   ○ Partially Met   ○ Not Met

Comments

•The College has a strong administrative team and well-established management systems.
• A purpose-built records management system (GNOMON) covers all student record requirements; comprehensive records are stored electronically.
•Documentation relating to policies and procedures is contained in an Operational Manual, circulated across the College.
•Timetables and other schedules are centrally managed and well communicated through the website and notice boards.
•Overall the administrative support for the delivery of programmes appeared to be very sound.

7. **The institution employs appropriately qualified and experienced managerial and administrative staff**

7.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff.	⦿ Yes ◯ No
7.2	There are effective procedures for the induction of all staff.	⦿ Yes ◯ No
7.3	There is a transparent and well-documented appraisal system for all staff.	⦿ Yes ◯ No
7.4	There are clear and appropriate job specifications for all staff.	⦿ Yes ◯ No
7.5	All staff are treated fairly and according to a published equality and diversity policy.	⦿ Yes ◯ No
7.6	The institution has a clear policy regarding the handling of legal issues relating to the employment of staff.	⦿ Yes ◯ No
7.7	Staff have access to a complaints and appeals procedure.	⦿ Yes ◯ No
7.8	Opportunities are provided for the continuing professional development of administrative and managerial staff.	⦿ Yes ◯ No

This standard is judged to be: ⦿ Met   ◯ Partially Met   ◯ Not Met

Comments

• Staff-related policies are clearly set out in the College's Operational Manual.
• A formal induction process for newly appointed staff is in place and this was confirmed by staff.
• Contractual employment issues fall under Greek labour law; legal advice is available within the College as necessary
• Formal job specifications have been drawn up; policies relating to equality and diversity and staff complaints and appeals are in place.
• Administrative and managerial staff confirmed that professional development opportunities were available.
• The College has introduced an Employee Performance Evaluation System for full-time and part-time staff; the procedure has been documented and is currently being rolled out.
•The College is recommended to pursue the full implementation of its staff appraisal system and to achieve consistency in its application; the system should include elements in support of staff development and quality enhancement.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

8.   **Academic staff are appropriately qualified and effective in facilitating student learning**

8.1	Academic staff are appropriately qualified in terms of subject knowledge, pedagogic and communicative skills, and experienced for the courses to which they are allocated.	◉ Yes ○ No
8.2	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
8.3	Learning outcomes for all programmes are articulated and are publicly available.	◉ Yes ○ No
8.4	Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these.	◉ Yes ○ No
8.5	Academic staff ensure the active participation of all students in class activities.	◉ Yes ○ No
8.6	Academic staff use a mixture of large and small group and individual activities, to encourage and support students' learning.	◉ Yes ○ No
8.7	Academic staff supply students with access to any additional learning materials as appropriate to support student learning.	◉ Yes ○ No
8.8	Academic staff produce schemes of work and detailed lesson plans and lodge these with the administration.	◉ Yes ○ No
8.9	Academic staff draw upon current research in their teaching.	◉ Yes ○ No
8.10	Students are encouraged and enabled to develop independent learning skills.	◉ Yes ○ No
8.11	Where appropriate, students are given the opportunity to obtain relevant workplace experience.	◉ Yes ○ No ○ NA
8.12	Students have access to teaching staff outside teaching and learning sessions.	◉ Yes ○ No
8.13	The institution provides students and academic staff with access to appropriate resources and materials for study and encourages and supports their use of these.	◉ Yes ○ No

This standard is judged to be: ◉ Met   ○ Partially Met   ○ Not Met

Comments

•Scrutiny of staff CVs showed teaching staff to be well qualified, many with higher degrees; staff are formally approved by partner institutions; part-time staff contribute valuable experience drawing on professional practice.
•The validated programmes offered by the College are designed with explicit learning outcomes and assessment strategies, and are approved and moderated by the partner universities; NYC deals effectively with the different programme-related grading systems required by the different university partners.
• Observed classes provided evidence of: lesson plans, responsive and varied teaching and learning strategies; active student participation; appropriate learning materials. The quality of observed teaching was generally good, and excellent in a number of classes.
•Additional support is made available to students through optional additional EFL, Writing Skills and Maths Lab courses; the College assists student in finding work placements where appropriate for the programme.
• The College organises regular staff seminars to support pedagogical innovation and exchange good practice.
•Students confirmed that staff were excellent teachers, accessible for advice, and generally helpful and motivating.
• Classrooms are well equipped with video projection and with good quality furnishings, creating a pleasant learning environment for students. The College provides the necessary resources for programmes requiring technical equipment.
•The College has implemented a virtual learning environment (VLE) which provides valuable support for learning outside the classroom, offering learning materials to complement and supplement programme delivery.

9.	**Assessment is fair, well-organised and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work**	
9.1	Students are provided with an assessment schedule in which required coursework and revision periods are detailed in advance with clear submission dates.	◉ Yes ○ No
9.2	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
9.3	Assessment tasks are clearly written, indicating what students need to do to achieve stipulated levels of achievement.	◉ Yes ○ No
9.4	Students receive detailed and supportive oral and written feedback on their assessments and overall performance and progress, which are effectively monitored.	◉ Yes ○ No
9.5	There are secure and efficient procedures for the administration of examinations and other means of assessment.	◉ Yes ○ No
9.6	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	◉ Yes ○ No
9.7	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	◉ Yes ○ No
9.8	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	◉ Yes ○ No
9.9	The institution makes student records and transcripts available to its students in a timely manner.	◉ Yes ○ No

This standard is judged to be: ◉ Met   ○ Partially Met   ○ Not Met

Comments

•Assessment and examination procedures are carried out in accordance with partner university specifications.
•The College has developed a comprehensive statement on its assessment strategy, including detailed expectations for feedback on assessment, which is published in the Quality Assurance Manual.
•Assessment schedules follow programme specifications with explicit learning outcomes, for which the effective delivery is monitored by the validating universities.
•Students were confident regarding the communication of assessment schedules and tasks, and programme handbooks give information regarding the status, level and awarding body of the awards.
•There are published rules on invigilation and examination procedure, followed by the College.
•Policies and procedures concerning plagiarism, examination offences, and appeals and complaints are included in a comprehensive Student Handbook; mitigating circumstances are considered under the procedures of the validating university.
•A sample of assessment marked by the College staff is moderated both by the validating university and by the external examiner (for UK partners).
•A staff development workshop has been held with a partner university to review and co-ordinate assessment standards.

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

10.1	Academic staff are encouraged and supported to undertake research in relevant fields and to publish their findings.	⦿ Yes ◯ No
10.2	Academic staff contracts require academic staff to engage in research and/or scholarship relevant to their teaching and other duties.	◯ Yes ⦿ No
10.3	The institution encourages and supports staff to obtain additional qualifications.	⦿ Yes ◯ No
10.4	There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.	⦿ Yes ◯ No
10.5	The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers.	⦿ Yes ◯ No

This standard is judged to be: ◯ Met   ⦿ Partially Met   ◯ Not Met

Comments

•Clear evidence was seen that research is taken into consideration in the appointment of academic staff; the College stated that 63% of staff were actively engaged in research, consultancy and publishing academic work.

•Research is encouraged and supported through College funding for publishing, conference presentation, and conference attendance, together with tuition discounts for following College higher degree programmes.

•Pedagogic research, scholarship and academic development are encouraged through staff development activities.

•Research projects are limited due to the lack of access to public funding.

•The College must, to strengthen its research activity, establish a research committee which can develop a strategic approach to research, evaluate research proposals and encourage research collaboration wherever possible (10.2).

•The College will wish to continue to ensure that students following its programmes at Master's and PhD level are taught by a majority of staff who are research active.

INSPECTION AREA - STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

11. **Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum**

11.1	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
11.2	Information on the programmes available is comprehensive, accurate and up-to-date.	⦿ Yes	◯ No
11.3	There are effective procedures to update information on a regular basis.	⦿ Yes	◯ No
11.4	Students are informed of the status of the qualifications offered, including the awarding body and level of award.	⦿ Yes	◯ No
11.5	Students are given some indication of the type of careers graduates may follow and any professional body exemptions that may be available.	⦿ Yes	◯ No
11.6	Students are informed of the full cost of all programmes, including costs of assessments and any required materials.	⦿ Yes	◯ No
11.7	Students are informed as to the necessary English language requirements for entry on to programmes.	⦿ Yes	◯ No
11.8	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

This standard is judged to be: ⦿ Met   ◯ Partially Met   ◯ Not Met

Comments

•NYC has reflected on the maintenance of standards for recruitment and admission and endorses the QAA Quality Code; it has set out its key quality indicators for this area of its activity in its Quality Assurance Manual.

•Publicity material is checked within the College and monitored by the partner universities

•Tuition fees and other costs to students are clearly published on the College website and are stated in the student contract.

•Web-based programme handbooks give detailed and accurate information regarding the programmes, modules and assessments.

•Pre-registration procedures and the Student Handbook give full information regarding admission requirements.

•Formal procedures for the accreditation of prior learning are in place, as are English language requirements; APL is managed and approved by the partner university.

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

12.1	Entry requirements for each programme are set at an appropriate level and clearly stated in the programme descriptions seen by prospective students.	◉ Yes ○ No
12.2	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	◉ Yes ○ No
12.3	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
12.4	All application enquiries are responded to promptly and appropriately.	◉ Yes ○ No
12.5	Any recruitment agents are properly selected, briefed, monitored and evaluated.	○ Yes ○ No ◉ NA
12.6	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
12.7	Students with special needs are identified so that appropriate support can be provided.	◉ Yes ○ No
12.8	Entry on the basis of accreditation of prior learning and prior experiential learning is subject to a rigorous process and is clearly documented.	◉ Yes ○ No

This standard is judged to be: ◉ Met   ○ Partially Met   ○ Not Met

Comments

•All expected procedures for the recruitment, admission and induction of students are in place.
•Candidates are individually informed in detail about their chosen programme by the Programme Manager, in addition to the more general information from the recruitment administration.
•Special needs are identified in the application procedure and addressed as required.
•APL is managed by the partner university according to documented procedures.

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

13.1	There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling.	⦿ Yes ○ No
13.2	Students receive an appropriate induction and information on the pastoral support available to them.	⦿ Yes ○ No
13.3	Students are issued with a contact number for out-ofhours and emergency telephone support.	○ Yes ⦿ No
13.4	The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.	⦿ Yes ○ No
13.5	There are effective systems to communicate with students out of class hours.	⦿ Yes ○ No

This standard is judged to be: ○ Met   ⦿ Partially Met   ○ Not Met

Comments

•The College has a Student Affairs office and the Director of Student Affairs oversees all aspects of pastoral support.
•There is a college-wide induction event at the beginning of the academic year, complemented by programme-level induction.
•NYC offers a counselling service to support the emotional and psychological wellbeing of its students.
•Each student is assigned a personal advisor, responsible for monitoring academic progress and personal development; this person is usually the first point of contact.
•The Student Affairs office is a point of contact for students and contact numbers are displayed.
•The College has policies on discrimination and on harassment, published in the Student Handbook; notices on bullying are on display in the College.
•Contact with students out of class hours is through email, text and social media allowing rapid communication via smartphone.
•The College is recommended to assign a specific named staff member as a contact person in case of emergency (13.3)

14. Students receive appropriate guidance

14.1	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.	⦿ Yes ○ No
14.2	Additional support or advice on alternative programmes is provided to students who are judged not to be making sufficient progress to succeed.	⦿ Yes ○ No
14.3	Students have access to a fair complaints procedure of which they are informed in writing at the start of the course and offered guidance in submitting a complaint.	⦿ Yes ○ No
14.3	Students have access to careers advice and guidance, including progression to further study, from a designated and suitably qualified and experienced member of staff.	⦿ Yes ○ No
14.3	Students have access to careers information including prospectuses for further study.	⦿ Yes ○ No

This standard is judged to be: ⦿ Met   ○ Partially Met   ○ Not Met   ○ NA

Comments

•All students have an academic advisor to check on study progress and provide support.
•A complaints procedure is in place and published in the Student Handbook.
•The College has a careers office and a careers advisor, providing both information and advice on careers.
•The Thessaloniki campus is piloting an integrated careers advice project to support preparation for working life, personal development planning and job application; a commendable initiative.
•At both campuses there was good evidence of networking with local businesses and potential employers.

15. **Student progress is measured and recorded regularly on the basis of adequate and explicit data and effective remedial action taken where necessary**

15.1	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and there is prompt intervention where appropriate.	⦿ Yes ◯ No
15.2	There is a clear and published policy on required student attendance and punctuality, with effective procedures and systems to enforce it.	⦿ Yes ◯ No
15.3	Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly.	⦿ Yes ◯ No
15.4	Student absences are followed up promptly and appropriate action taken.	⦿ Yes ◯ No
15.5	Students are each allocated a personal tutor who is responsible for the regular review of students' progress.	⦿ Yes ◯ No

This standard is judged to be: ⦿ Met   ◯ Partially Met   ◯ Not Met   ◯ NA

Comments

•The College has a detailed attendance policy, which is published in the Student Handbook; follow-up, penalties, and procedures are clearly communicated.
•Attendance is monitored carefully with registers for all classes, transfer of attendance data to computer records, and weekly review by administration.
•A follow-up procedure is in place, initially through the student's academic advisor.
•Attendance is included as a 20% component of the assessment grade.
•Both attendance and study progress are monitored by the student's academic advisor.

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 the country or location.	⦿ Yes ◯ No
16.2	On arrival, international students receive an appropriate induction in issues specific to the local area.	⦿ Yes ◯ No
16.3	Information and advice 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. Where possible, students have access to speakers of their own first language.	⦿ Yes ◯ No

This standard is judged to be: ⦿ Met   ◯ Partially Met   ◯ Not Met   ◯ NA

Comments

•38 different nationalities are represented in the NYC student body, it recruits internationally.
•There is an International Student Office to provide support with visa application, travel and initial orientation.
•International students are supported by individual guidance and allocation of a personal staff advisor.
•There are induction arrangements for international students.
•The College organises special events for international students, including national cultural events.
•Additional support in English as a Foreign Language is available.

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

17.1	Any residential accommodation is clean, safe and of a standard which is adequate for the needs of students.	◯ Yes ◯ No
17.2	Any residential accommodation is open to inspection by the appropriate authorities.	◯ Yes ◯ No ◯ NA
17.3	A level of supervision is provided appropriate to the needs of students.	◯ Yes ◯ No
17.4	Students are provided with advice on suitable private accommodation.	◯ Yes ◯ No

This standard is judged to be: ◯ Met   ◯ Partially Met   ◯ Not Met   ◉ NA

Comments

•The College does not provide residential accommodation for students, but provides advice and assistance in finding accommodation, as necessary.

18. **The institution provides an appropriate social programme for students and information on activities in the locality**

18.1	Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest.	◉ Yes ◯ No
18.2	The social programme is responsive to the needs and wishes of students.	◉ Yes ◯ No
18.3	Any activities within the social programme have been chosen with consideration of their affordability by the majority of students.	◉ Yes ◯ No
18.4	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.	◉ Yes ◯ No
18.5	Students are encouraged to develop and participate in extra-mural activities.	◉ Yes ◯ No

This standard is judged to be: ◉ Met   ◯ Partially Met   ◯ Not Met

Comments

•NYC promotes an extensive programme of competitive and recreational sporting activities, with student teams competing in local competitions; this is actively managed by a Director of Sports in the Department of Student Affairs.
•The NYC Student Union organises excursions and social events for students, and there are a number of subject-related student clubs organised by the SU.
•Advertising of events is through the College's VLE, social media and SMS text.

INSPECTION AREA - PREMISES, FACILITIES AND LEARNING RESOURCES

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

19.1	The institution has secure tenure on its premises.	⦿ Yes ◯ No
19.2	The institution has the legal right to use these premises for the delivery of higher education.	⦿ Yes ◯ No
19.3	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   ◯ NA

Comments

•The College maintains three buildings in separate areas of Athens and one building in Thessaloniki.
•Relevant documentation was seen and confirmed; there are secure lease agreements, with a duration of 25 years, reviewed every five years.
•The Greek Ministry of Education inspects and formally approves all NYC premises.

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

20.1	Access to the premises is appropriately restricted and secured.	⦿ Yes ◯ No
20.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	⦿ Yes ◯ No
20.3	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
20.4	General guidance on health and safety is made available to students, staff and visitors.	⦿ Yes ◯ No
20.5	There is adequate signage inside and outside the premises and notice boards for the display of general information.	⦿ Yes ◯ No
20.6	There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors.	⦿ Yes ◯ No
20.7	There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness.	⦿ Yes ◯ No
20.8	There is adequate air conditioning, heating and ventilation in all rooms.	⦿ Yes ◯ No

This standard is judged to be: ⦿ Met   ◯ Partially Met   ◯ Not Met

Comments

•The inspectors visited the NYC campuses in Athens and Thessaloniki, with two buildings seen on the Athens campus and the one in Thessaloniki. All College premises were found to be of high quality, fit for their educational and administrative purposes, clean and well maintained. The building in Thessaloniki is smaller, but the space is well managed and appropriate for the smaller number of students.
•The Operations Manager is responsible for cleanliness and safety, and cleaning is carried out throughout the day on a shift basis.
•Notice boards are displayed at the entrance of all premises. Health and Safety instructions are publicly visible. Signage is generally good.
•At both sites, there are areas for reception, study spaces, refreshment facilities and adequate circulation space relative to student numbers.

21. **Classroom and other learning areas are appropriate for the programmes offered**

21.1	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
21.2	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
21.3	There are facilities suitable for conducting assessments such as examinations.	◉ Yes ◯ No

This standard is judged to be: ◉ Met   ◯ Partially Met   ◯ Not Met   ◯ NA

Comments

•The number, size, equipment and equipment of classrooms is now regulated by Greek law and is approved by the Ministry of Education through a formal licensing procedure.
•The classrooms and other learning spaces visited were found by the inspection team to be entirely satisfactory and well equipped for learning and teaching needs.
•For those programmes requiring specific equipment (e.g. Engineering, Informatics, Health Sciences, Film), NYC has equipped a number of specialised learning areas, meeting the requirements of the validating universities.

22. **There are appropriate additional facilities for students and staff**

22.1	Students have access to sufficient space and suitable facilities for private individual study and group work.	◉ Yes ◯ No
22.2	Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students.	◉ Yes ◯ No
22.3	Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	◉ Yes ◯ No
22.4	Students and staff have access to secure storage for personal possessions where appropriate.	◉ Yes ◯ No
22.5	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
22.5	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   ◯ NA

Comments

•At both the Athens and Thessaloniki campuses, the College has provided social spaces and refreshment facilities for use by staff and students.
•Individual offices are available for senior staff and for counselling sessions. Where offices are shared or open plan, the space is carefully managed to provide personal workspaces.
•The College plans to review and where possible to strengthen the availability of space for individual and group student work within the Amalias building.

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

23.1	The library is adequately staffed with appropriately qualified and experienced staff.	⦿ Yes ○ No
23.2	The library has sufficient space for student independent study and group working.	⦿ Yes ○ No
23.3	There is sufficient provision of learning materials including books, journals and periodicals and online materials.	⦿ Yes ○ No
23.4	There is a well-organised lending policy.	⦿ Yes ○ No
23.5	There are clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student needs.	⦿ Yes ○ No
23.6	Library opening times are sufficient to encourage and support student independent learning.	⦿ Yes ○ No

This standard is judged to be: ⦿ Met ○ Partially Met ○ Not Met ○ NA

Comments

•The College has a spacious and well-stocked library on its Athens campus. The library at the Thessaloniki campus is smaller but it is carefully managed to provide core texts for the delivered programmes. The College plans further to strengthen the Thessaloniki library provision.
•Both campus libraries have a full-time librarian. The libraries offer study spaces, PC access, with printing, scanning and photocopying facilities.
•Students also have access to electronic information and knowledge resources, including the e-library of the partner universities and the Emerald academic database.
•Staff and students confirmed that the library resources and services were an effective support to academic study.

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

24.1	There are sufficient computers of the necessary specification to meet student and staff needs.	⦿ Yes ○ No
24.2	There is provision of appropriate, up-to-date, software which reflects the needs of the programmes.	⦿ Yes ○ No
24.3	There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.	⦿ Yes ○ No

This standard is judged to be: ⦿ Met ○ Partially Met ○ Not Met

Comments

•The College provides IT resources to meet the requirements of its programmes; at both campuses there are computer suites for open access by students. Specific software needs for specialised purposes are met and made available to students in subject-related classrooms (e.g. Film, Engineering). The software is regularly updated as required.
•Both campuses have high-speed wireless networks.

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

25.1	The institution undertakes regular and systematic monitoring of its operations.	◉ Yes ○ No
25.2	The institution conducts periodic reviews of all aspects of its performance against clearly specified and appropriate performance indicators.	◉ Yes ○ No
25.3	The nominated leader for each course produces an end of-session (semester or year) report which includes measures of student satisfaction, completion rates and achievement levels.	◉ Yes ○ No
25.4	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
25.5	Reports, which present the results of the institution's reviews, evaluate its performance and incorporate action plans, are compiled at least annually. These are considered by senior management and the board of trustees and, where appropriate, shared with all stakeholders.	◉ Yes ○ No
25.6	All programmes are subject to annual review and to full revalidation every five years.	◉ Yes ○ No
25.7	Annual review and revalidation of programmes involve external assessors.	◉ Yes ○ No
25.8	All quality management policies and procedures are clearly documented, for example in a quality manual or similar, and brought to the attention of staff and, where appropriate, students and other stakeholders.	◉ Yes ○ No
25.9	Particular attention is paid to the quality of the student learning experience and to ensuring there is fair treatment of all students.	◉ Yes ○ No

This standard is judged to be: ◉ Met   ○ Partially Met   ○ Not Met

Comments

•NYC higher education programmes are subject to the quality assurance requirements of the validating universities, which include regular and systematic monitoring and periodic review
•For the SUNY/Empire State College programmes a programme co-ordinator is present on site at NYC with a specific remit to monitor the quality of the programmes
•Over and above these external requirements, NYC has developed its own internal quality assurance procedures. A Quality Assurance Manual, published in 2015, brings together in a coherent and accessible form the various quality-related measures carried out across the College. The Manual covers: principles for appraising new partnership development; memoranda of agreement with partners; procedures for appointing and appraising staff; student representation and student feedback; approval, monitoring and review of programmes; and annual reports to the College's Academic Board.
•The Quality Assurance Manual lists the quantitative and qualitative indicators for the assessment of programme quality
•The Quality Assurance Manual includes the procedures for the internal periodic review of programmes by the College, with participation of an external assessor - a particularly commendable development
•While not all aspects of internal quality assurance have thus far been fully implemented, NYC is nevertheless to be commended on its commitment to developing an independent and self-managed quality assurance system and for setting this out explicitly and transparently in the Quality Assurance Manual. The College is recommended to continue to pursue the full development and implementation of its more homogenised, systematic approach to quality management.

26. **The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary**

26.1	Views of all stakeholders, including academic staff and students, partner institutions and employers, are canvassed and recorded regularly through various means, including face-to-face meetings, feedback questionnaires and, where appropriate, formal student representation.	◉ Yes ○ No
26.2	The views of stakeholders are considered objectively, evaluated thoroughly and, where necessary, appropriate action is taken.	◉ Yes ○ No
26.3	There are effective means of responding to stakeholders' opinions and keeping them informed of any actions taken and reasons for no action being taken, through formal feedback mechanisms.	◉ Yes ○ No
26.4	Key performance indicators will include analysis of student outcomes in terms of the current year and year-on-year performance and any significant variations in student achievement between different programme components.	◉ Yes ○ No
26.5	The institution engages with the wider community, such as employers and its alumni, in a formal and systematic manner in order to obtain feedback on the relevance of its provision and to identify areas for development.	◉ Yes ○ No

This standard is judged to be: ◉ Met   ○ Partially Met   ○ Not Met

Comments

•Student views are communicated through programme evaluation and through student representation; staff views are canvassed in regular meetings.

•Reports and other communications from partner institutions are carefully considered; evidence was seen of partner university reports being noted and actions planned.

•Key performance indicators are defined and records maintained allowing year-on-year analysis

•There is a strong network with alumni, supported by the College's alumni officer.

•Alumni include local employers; other business interests are well-networked through the senior management; a survey of employer satisfaction is in progress.

•NYC may wish to consider whether its business and employer stakeholders might be consulted in a more formal manner, for instance through an advisory board.

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

27.1	All stakeholders are invited and encouraged to make suggestions for enhancement.	● Yes ○ No
27.2	In their annual appraisal, all staff are required to identify where they have facilitated enhancement and to identify further areas requiring enhancement.	○ Yes ● No
27.3	End-of session course and annual programme reports should include enhancements made and identify further areas requiring enhancement.	● Yes ○ No
27.4	Action plans are implemented and reviewed regularly within the institution's committee structure.	● Yes ○ No
27.5	Staff professional development needs are identified through appraisal and other means, and measures taken to support staff to address these.	● Yes ○ No
27.6	The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary.	● Yes ○ No

This standard is judged to be: ○ Met   ● Partially Met   ○ Not Met

Comments

•There is a clear commitment within the College to use quality assurance information to develop and improve its provision; a great deal of valuable work has been completed in recent years to produce a more systematic and co-ordinated approach to quality assurance, drawing together information in a more cohesive manner.

•An annual meeting of the Academic Board receives information on individual programme performance.

•In some areas, implementation is still under way and it will take time before the system is fully embedded and provides the basis for planned enhancement at a strategic level.

•In order fully to meet the standard (27.1), NYC must continue to develop and fully implement its arrangements for staff appraisal.

•NYC is recommended to introduce a procedure whereby a systematic overview is taken at institutional level of reports from all parts of its operation, and strategic decisions are subsequently taken for enhancement, using action plans.

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

The College is governed effectively by its Board of Directors and Academic Board. The President contributes strong and experienced leadership and strategic direction. NYC has in place a well-developed Strategic Plan, which includes indicators for achievement together with action plans for operational management, and which is communicated purposefully within the College. The management structure is well understood, with well-established reporting and communication lines.

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

ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

The College's academic management is led by suitably qualified and experienced senior staff. Management was found to be effective at both organisational and programme level. The recruitment and appointment of staff follows well-developed, explicit procedures and principles. Across the two NYC campuses there is effective co-ordination of programme management through the close communication links. Documentation of academic policies and procedures is comprehensive, accessible and well-communicated to staff and to students. The College's detailed policies relating to recruitment and admissions and to assessment practices were found to be particularly well-specified. The monitoring of attendance and student progress is soundly managed. Administrative support within the College is effective and efficient, and computer-based records systems are well-established.

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

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

In meetings with students at both Athens and Thessaloniki campuses, participants highlighted the excellence in the overall quality of teaching. Students appreciated the professionalism and academic qualifications of staff, their accessibility and effective tutorial support. Students confirmed the responsiveness of the College to their views and feedback. Overall the evidence was that teaching at the College is of a high standard. The College also provides its students with a range of ancillary skill-related courses, and helps them to progress to employment through its careers service and its employer network and placement support activities.
The College supports its teaching staff well in their professional development with seminars and conferences, research is encouraged.

Actions required	Priority H/M/L
(10.2) The College must, to strengthen its research activity, establish a research committee which can develop a strategic approach to research, evaluate research proposals and encourage research collaboration wherever possible.	○ High ○ Medium ⦿ Low

STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

All aspects of student support, guidance and progression were found to be well managed under the direction of the Student Affairs Office. The College operates an effective student advisor (tutor) system which provides both academic and pastoral advice and support to students on an individual basis. Attendance and academic progress are carefully monitored. The support for international students is a positive feature. The project for integrated personal development and career planning piloted at the Thessaloniki campus is commendable.

Actions required	Priority H/M/L
(13.3) To assign a specific named staff member as a contact person for students in case of emergency.	◉ High ○ Medium ○ Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

The College's premises at both of its campuses were found to be well-fitted for the educational needs of its programmes and their students. It is clear that the College complies with all aspects of Greek law relating to its buildings and accommodation. The standard of maintenance and cleanliness is very good, creating an attractive and confident learning environment. Health and Safety aspects are carefully managed with relevant policies and displays evident.
The College's library in Athens is well-stocked and spacious. Information technology facilities are good and appropriately configured for teaching purposes on specialist programmes. Classrooms are generally of a high standard and well-equipped with regard to whiteboards and video projection.
Senior staff and administrators have their own offices. There are facilities for students' informal activity and refreshment at both campuses. Overall the quality of the College's premises and learning resources was found to be very good.

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

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

The ongoing quality assurance of the College's programmes is supported in a systematic manner by the monitoring and review procedures of its partner universities, including the on-site support by staff of Empire State College, SUNY. The College maintains regular and effective links with all of its partners through nominated contacts. A positive measure of external quality assurance is provided through these partnerships and additionally through external examiners, and the College was found to be responsive and participative in these relationships.
The College has progressively developed its internal quality management arrangements, with systematic procedures in place for the monitoring of programmes and for evaluating the performance of academic staff. Reports on programmes are shared when they are considered by the Academic Board. The relatively compact nature of the College provides for a sharing of good practice. Documentation of quality-related procedures is strong, with a comprehensive operational manual, a staff handbook and a student handbook all providing relevant and helpful information. A particularly positive recent development is the production of the College's Quality Assurance Manual, which helpfully brings together the most important quality management systems and procedures. The introduction of internal periodic reviews with external participation is also to be commended. Other examples of strategic initiatives for enhancement were noted, and the enhancement and development aspect of quality management will no doubt become stronger as the systematic consideration of quality assurance outcomes becomes more embedded.

Actions required	Priority H/M/L
(27.6) To introduce a procedure whereby a systematic overview is taken at College level of reports from all parts of its operation, and where strategic decisions are subsequently taken for enhancement, using action plans	○ High ◉ Medium ○ Low

RECOMMENDED AREAS FOR IMPROVEMENT

The College is **recommended:**
•To establish a more developed and formal risk assessment register, which takes into account all of the College's areas of operation and which is periodically and systematically reviewed
•To continue to work on the development and implementation of the College's appraisal system, including its enhancement and development aspects
•To strengthen further the formal minuting and recording of key committee meetings, including identified action points for those meetings where formal decisions are taken
•To strengthen the College's support for staff research, for instance by establishing a research committee which can develop a strategic approach to research, evaluate research proposals and encourage research collaboration wherever possible

COMPLIANCE WITH STATUTORY REQUIREMENTS

New York College's premises and provision in Athens and Thessaloniki have been licensed by the Greek Ministry of Education (No. 108275/IA Government Gazette 201618/ 23-08-2013).
The BAC Declaration of Compliance has been signed and dated.