



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Re-accreditation Inspection

NAME OF INSTITUTION: University of New York in Prague

ADDRESS: Londynska 41
120 00 Praha 2
Vinohrady
Czech Republic

HEAD OF INSTITUTION: Dr Andreas Antonopoulos

DATE OF INSPECTION: 16 February and 18–19 February 2021

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Re-accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation withdrawn

DATE: 27 May 2021

PART A – INTRODUCTION

1. Background to the institution

The University of New York in Prague (UNYP/the Institution) is a limited company, established in 1998 as a branch of New York College (NYC) Athens. It is a private, for-profit organisation providing undergraduate and postgraduate degree programmes in a range of different subject areas, including Business Administration and Management, Information Technology (IT), Psychology, and Media. The proprietor, acting as President of both institutions, is the majority shareholder and also owns, under the NYC Educational Group name, the New York College Thessaloniki.

The Institution is located in the Vinohrady district in the heart of Prague. The main campus is located on Londynska Street, and is where nearly all the teaching takes place. The Institution also has a lease on a nearby building on Belgicka Street to accommodate pastoral services, a writing and resource laboratory for students, and a seminar room.

The mission of UNYP is to provide transformative education that allows students to become reflective, tolerant and resourceful individuals with the skills and knowledge to meet the challenges of an interconnected world.

Overall governance is provided by the President and the General Assembly of Company Directors, supported by the General Manager and Rector. The Rector is supported by the Deans of School.

UNYP is approved by the Czech Ministry of Education to award degrees. The Institution delivers some undergraduate programmes in conjunction with SUNY Empire State College (ESC) and Northeastern University in the United States of America (USA), and has collaborative arrangements with the University of Bolton in the United Kingdom (UK) for the delivery of some postgraduate programmes. UNYP's own programmes are accredited by local accreditation authorities or by additional accreditation agencies such as the International Accreditation Council for Business Education, which is a USA-accrediting body.

Since the previous inspection, the Master of Arts (MA) in Second Language Teaching and Learning validated by the University of Greenwich, the MA in Strategic Management awarded by LaSalle University in the USA, and the Master of Laws (LLM) awarded by the University of Bolton have been taught out and are no longer offered due to low recruitment.

In 2020, a new MA in Strategic Communication awarded by the University of Bolton was introduced. Two new pathway specialisms have been introduced for students studying on the Bachelor of Business Administration (BBA) in Human Resources and Sports Management. In February 2021, the Institution also introduced three additional Bachelor of Arts (BA) programmes, in co-operation with ESC, in Child Development, Digital Media Arts, and Political Science. At the time of the inspection, these courses were not yet being delivered, but were recruiting students.

2. Brief description of the current provision

UNYP delivers undergraduate and postgraduate programmes in a range of courses. In co-operation with its main delivery partner, ESC, the Institution delivers undergraduate degrees including those in Business Administration, Communication and Mass Media, International Relations, Psychology, and English Language and Literature. A Bachelor of Science (BSc) in Information Technology is also available, awarded by ESC only.

Undergraduate provision also includes a locally accredited three-year BBA degree, within which students can choose from four pathways, including finance and marketing. Delivery is usually face to face, but was online at the time of the inspection.

For postgraduate provision, UNYP delivers a Master of Business Administration (MBA), which is not recognised by the Czech Ministry of Education, but which is accredited by the Czech Association of MBA Schools and the

International Accreditation Council for Business Education. The Institution also delivers a Master of Psychology programme, which is accredited by the Czech authorities.

UNYP collaborates with the University of Bolton to deliver a Master of Science (MSc) in International Management and an MA in Strategic Communication. It has agreements with the National American University, where it promotes and recruits students for this organisation's MBA online, but does not deliver the programme. It also has a similar agreement with the University of Bolton for its Doctor of Philosophy (PhD) programme.

At the time of the inspection, 808 students were enrolled, with 14 students aged under 18. UNYP has capacity for around 1,200 students. A majority of students are female. A minority of students are Czech nationals, with the remaining students coming from over 80 different countries, including the USA, Slovakia, Russia, Ukraine and Azerbaijan.

Students are enrolled in September and February each academic year, and they must meet the published entry criteria, for example for prior levels of achievement and English language competency, where applicable.

3. Inspection process

The inspection was undertaken remotely over three days by three inspectors, including a student inspector. Inspectors held meetings with the General Manager, Rector, Deans of School and other senior managers. Meetings were held with groups of undergraduate and postgraduate students, and with academic and administrative staff. At the time of the inspection, all teaching was being delivered remotely online. Inspectors observed lessons and undertook a virtual tour of the premises. A wide range of documentation was provided electronically for scrutiny. The Institution co-operated fully with inspectors before and during the inspection, carrying out a considerable amount of preparatory work.

4. Inspection history

Inspection type	Date
Full Accreditation	1–2 February 2001
Interim	February 2003
Re-accreditation	27–28 February 2008
Interim	23 February 2011
Re-accreditation	10–11 May 2012
Interim	24 July 2014
Re-accreditation	4–5 April 2016
Interim	16 May 2018

PART B – JUDGEMENTS AND EVIDENCE

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

INSPECTION AREA – GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1. The institution is effectively and responsibly governed

1.1	The overall organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and effectively communicated to stakeholders, including governors, management, staff and students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.3	The link between governance and management is clearly articulated and documented.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.4	Internal stakeholders develop and implement policy through appropriate structures and processes while involving external stakeholders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.5	An explicit procedure for risk assessment is implemented, producing a risk assessment statement, which is regularly reviewed and updated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.6	Effective action is taken, by the governing body and senior managers, in response to the outcomes of regular risk assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.7	All relationships with other educational organisations are defined formally and are fully transparent with those organisations' requirements.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution's organisational structure is clearly defined, organised and documented.

Effective overall governance is provided by the General Assembly of Company Directors. Academic oversight is effectively devolved to the Rector and the Academic Board. The structure is very clearly stated and articulated through the published statute. This ensures that all stakeholders are clear about the decision-making authority and the link between governance and management.

Policies and procedures are regularly reviewed and approved by the Academic Board and the Administrative Board to ensure they are relevant and remain fit for purpose. An explicit process of risk assessment is conducted by senior leaders and clearly documented and regularly reviewed. This ensures that senior leaders are able to take effective action when required to manage and mitigate business risks.

The Institution works in close partnership with a number of domestic and international educational organisations, for example accreditation agencies and other higher education institutions in the USA and UK. These relationships are well established and clearly defined in formal agreements. This ensures that all partners are clear about their roles and obligations.

A range of effective communication channels is in operation to ensure that staff, students and other stakeholders are kept regularly updated and informed, both on campus and when working remotely. This includes effective use of the Institution's Virtual Learning Environment (VLE) and Management Information Systems (MIS).

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.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
2.2	There is provision for stakeholder input, including governors, management, staff and students, to inform the strategic direction of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.3	The strategy is well communicated to all stakeholders within and outside the institution.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
2.4	The governing body and senior management conduct a regular and systematic review of their own performance and the institution's overall performance and each is measured against strategic targets.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Senior leaders have established a clear vision and mission for the Institution, including plans for growth and development. An annual strategic implementation plan is usually produced and disseminated annually, following consultation with key stakeholders, including students and staff.

Valuable advice and guidance are provided by the External Advisory Board, to ensure that strategic planning is informed by a review of external market forces and key trends and opportunities.

2.1 At the time of the inspection, the completion of the strategic implementation plan for 2021 was delayed and it has not yet been finalised.

2.3 The current strategy has not yet been communicated to relevant stakeholders.

The Institution publishes an annual report that is informed by a systematic review of data at programme and module level. The report is used effectively by governors and senior leaders to consider performance against strategic goals and a number of different key indicators, including student recruitment and the quality of the student experience.

3. Financial management is open, honest and effective

3.1	The institution conducts its financial matters professionally, transparently and with appropriate probity.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.2	The institution's finances are subject to regular independent external audit.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution's financial arrangements are audited annually, submitted to government, and made publicly available. This ensures appropriate scrutiny, transparency and probity.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.2	There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.3	There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision-making.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.4	Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded with clear action-planning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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 UNYP management structure is clear, well documented and effectively communicated to all stakeholder groups. Management roles and reporting responsibilities are clearly defined at all levels. This ensures that the overall management of the Institution is effective.

A range of committees, including the Academic Board, Academic Council and Internal Evaluation Board, meet regularly to review evidence, agree actions and provide effective educational oversight. Membership and terms of reference for each committee are clearly outlined in the statute and in a range of internal regulations documentation. Meetings are appropriately documented, to ensure that key decisions and arising actions are effectively recorded and disseminated.

There is an effective process in place to formally review policies and internal and external information to ensure that these are accurate and fit for purpose. Changes to academic information are appropriately approved by the Academic Council.

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 and completes and receives the credit. Yes No
- 5.11 There are secure and efficient procedures for the administration of examinations and other means of assessment. Yes No
- 5.12 There are effective procedures for internal and external moderation at pre- and post-assessment stages. Yes No
- 5.13 The institution makes student records and transcripts available to its students in a timely manner. Yes No
- 5.14 There is a policy on the collection of and refund of students' fees that is implemented effectively. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Appropriate and effective administrative arrangements are in place that meet the needs of the Institution, its managers, students and other stakeholders. Administrative support is clearly defined and documented in a range of policies and procedures, which are understood by staff and students. Staff records are well maintained and up to date, and are accessible by relevant stakeholders, for example Deans and other senior academic managers, as appropriate.

Student classes are clearly scheduled. Students benefit from access to online timetabling guidance, which ensures that they have the most accurate information about their classes, for both online and face-to-face delivery.

Managers make use of a range of electronic administration and information systems to manage the student journey effectively, from initial enquiry, application and course enrolment, through to graduation and the issuing of certificates and transcripts.

Student records, including appropriate checks on identification and prior achievement, are accurate and securely documented. This ensures that administrative records are stored efficiently, easily accessed and used effectively by administrators, tutors and managers.

There are effective procedures in place for the administration of assessments and examinations.

Internal and external course moderation processes are in place and well documented on the online administration system. A senior accredited academic staff member is appointed by the Czech Government and allocated to each course as a designated course guarantor. Guarantors take overall responsibility for the suitability and validity of their allocated courses. They thoroughly review and moderate a selection of courses each semester based on risk and the outcomes of the course evaluation feedback scores from students. This ensures that assessment outcomes are verified, and any quality concerns or inconsistencies are identified and raised with academic managers quickly.

Students are able to access key course administration records online through the VLE, ensuring that they are kept fully informed about their progress and their assessment grades. They have access to a clear policy on the collection and refund of fees.

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.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
6.2	All staff are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.3	There are clear and appropriate job specifications for all staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.4	There are effective procedures for the induction of all staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.5	All staff are treated fairly and according to a published equality and diversity policy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.6	Staff have access to an appropriate complaints and appeals procedure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.7	Management monitors and reviews the performance of all staff, through a clearly documented and transparent appraisal system that includes regular classroom observations of teaching staff.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
6.8	The professional development needs of staff are identified through appraisal and other means, and measures are taken to support staff to address these and gain additional qualifications, where relevant.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution employs appropriately qualified and experienced staff in all roles. Academic staff are well qualified and suitably experienced, and hold a range of higher degrees in their areas of subject specialism. Administrative staff are appropriately experienced and qualified and understand their roles and responsibilities well. This ensures that the needs of students are met effectively.

A staff recruitment policy is in place, which includes a criminal records check for full-time teaching staff.

6.1 Current recruitment policies and procedures do not routinely include criminal background checks, or the taking up of written references, for all visiting and part-time teaching staff, to ensure their suitability to work with children and young people. Senior managers recognise the need to review the current policy as a priority.

Job descriptions are in place that clearly outline the typical duties and responsibilities for each role. Appropriate staff induction arrangements are effectively implemented to ensure that staff are clear about their role and how to access the various online systems. Staff have access to an appropriate complaints and appeals procedure and a published equality and diversity policy.

Administrative staff complete an annual evaluation. This includes a review of their performance in a number of areas, such as the quality and quantity of work, communication and time-management skills, work ethos and customer service. The course evaluation process provides an effective way to monitor the performance of academic staff in relation to the delivery of specific modules. Classroom observation of teaching staff is completed over a two-year cycle, or for new staff within the first five weeks of appointment, to review the quality of education delivery and identify areas of good practice and enhancement.

6.7 The existing appraisal system is not routinely implemented to review the overall performance of all teaching staff.

6.8 The staff development needs of all teaching staff are not systematically identified through a process of formal annual appraisal or performance review.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.2	Intended learning outcomes for all programmes are clearly articulated, understood by students and are publicly available.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.3	There are regularly scheduled and recorded meetings of academic staff where academic programmes are reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	There is an appropriate policy and effective procedures for the acquisition of academic resources to support programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.6	Students are encouraged to take an active role in the development of the academic provision to ensure student-centered learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

UNYP has appropriate policies for the design and validation of its own study programmes. Designated course guarantors take responsibility for reviewing course design to ensure ongoing suitability of courses. Learning outcomes are clear, appropriate and made publicly available. This ensures that students understand the scope and content of their modules and courses. Where franchised and validated programmes are offered with partner institutions, these are subject to appropriate partner validation processes.

Academic staff meetings are regularly scheduled and recorded. This includes the review of academic programmes, with effective monitoring and oversight by the Academic Board. Students are encouraged to contribute to the development of courses through the module evaluation process and through the Student Council. This ensures that the curriculum meets the needs of students.

An effective procedure for the acquisition of resources is in place to support academic programmes. Teaching staff benefit from an online process to request specific academic resources and materials to support their programme of study. Requests are effectively reviewed and approved by Deans, in line with allocated budgets.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.2	Students are informed as to the necessary language requirements for entry onto programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.4	All students' application enquiries are responded to promptly and appropriately.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> NA
8.9	Any recruitment agents are properly selected, briefed, monitored and evaluated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Entry criteria are appropriate for the level of study and are set out clearly in a range of course documentation. The required language requirements for each course are explicit and very well articulated, ensuring that students understand the level of competency required in order to be accepted onto each programme. Students are invited to join the Institution's foundation programmes if they do not meet the minimum entry requirements, to provide a route that supports their progression and educational aims.

A formal application process is in place to ensure that students meet published entry requirements. The current written policy does not explicitly differentiate between undergraduate and postgraduate programmes, particularly in relation to levels of prior experience, to ensure that students are fully aware of the specific requirements of postgraduate courses.

Application queries are responded to in a very efficient and effective manner. Prospective students receive a good level of information and guidance about the requirements of each programme, to ensure that they are able to make fully informed decisions about their study options.

Students' needs are assessed effectively at the start of their learning journey. The interview process is effective in ensuring that students have the required skills and knowledge to be able to succeed on programmes on which they are enrolled.

8.8 Specific policies for accreditation of prior learning are not explicit in pre-course information and should be made available to students.

UNYP implements appropriate arrangements to select, brief and monitor recruitment agents.

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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
9.2	Academic staff are encouraged to engage in research and/or scholarship that informs their teaching.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
9.3	There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

UNYP is a teaching-focused institution, although senior leaders recognise the need to encourage and support more staff to engage in relevant research, and other forms of scholarly activity, to inform their teaching. A part-time Research Director was appointed in September 2020 to promote research activity across the different faculties. The Director is well qualified and experienced in leading research projects and securing funding awards to promote research activity.

Managers have introduced a clear and transparent financial incentive scheme to encourage more faculty staff to engage in research and publish their research findings through papers in journals and conference presentations. Staff benefit from a clear and efficient funding application process via the online information system.

Full-time teaching staff have time allocated as part of their contract to engage in appropriate research activity. The Research Director is able to provide one-to-one support for staff who require advice and guidance on developing their research skills.

Deans have recently introduced a more formal meeting structure to encourage staff to discuss and share research activities more widely. A research colloquium is being established to encourage more part-time and visiting faculty members to contribute to the Institution's research profile, but this is not yet fully implemented.

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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.2	Information on the programmes available, their assessment and progression is comprehensive, accurate, readily accessible and up to date.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.3	There are effective procedures to update information on a regular basis to ensure its relevance and accuracy.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.5	Students are informed of the full cost of all programmes, including costs of assessments, activities and any required materials.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Publicity materials are professional and well produced, accurately reflecting UNYP's premises and facilities. This ensures that students are very clear about the Institution's location and the range of resources available. Senior managers review publicity material each year, making any updates or changes required to ensure it is accurate and relevant.

Information on assessment structure, course guidelines, assignments and awarding organisations is accurate and readily available on the VLE and in student handbooks, module specifications and assessment guidelines. Details of

course fees are clearly provided on the website. This ensures that all students are well informed about their qualifications, including the level of award, and associated costs of study.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	The allocation of teaching staff to courses provides for a consistent learning experience and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.3	The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills that will be required for final examinations or assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.4	Teaching sessions are appropriately informed by module descriptors and relate to defined intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.5	Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
11.7	Students are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Lecturers are allocated to teach on appropriate courses and levels based on their qualifications and experience. Teaching staff are well qualified and experienced and have a wide range of relevant industrial experience. Lecturers are appropriately allocated to courses to ensure a consistent learning experience.

The quality of delivery is monitored effectively via student feedback and a two-year cycle of internal lesson observations carried out by the management team. This ensures that the effective quality of education is maintained.

Courses are appropriately delivered. Appropriate schemes of work for each module are in place and ensure that all required learning outcomes and skills are covered and that students are provided effectively with the knowledge and skills required to complete their assessments successfully. Module information and teaching materials demonstrate that lessons are planned effectively to include the requirements of relevant module descriptors and fully cover the stated learning outcomes.

Lecturers are highly effective in planning their lessons to meet the needs and learning preferences of their students, with students progressing well within their lessons. Lecturers use a mixture of group and individual activities to engage students, keep their interest and support their learning effectively. Lesson observations and meetings with students indicate that staff are very effective in encouraging and developing students' independent learning skills through in-class activities and pre- and post-class tasks.

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

12. Assessment is fair and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work

12.1	Students are provided with an assessment schedule, in which required coursework and revision periods are detailed in advance with clear submission dates.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.3	Assessment tasks are clearly written, indicating what students need to do to meet stipulated levels of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.4	Students receive detailed and supportive verbal and written feedback on their assessments and overall performance and progress, which are effectively monitored.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.5	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.6	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Students are able to access a detailed online assessment schedule for their course that provides clear assessment and assignment submission dates and examination revision periods. Students confirm that they are aware of the nature and timing of the assessment of their course, together with any revision periods. Inspectors confirm that policies, procedures and handbooks relating to assessment are clear and effective.

A wide range of effective assessment strategies is used to ensure that all required learning outcomes are met and that the assessment methods used are relevant to the nature of the students' course and referred to in lessons. Detailed assignment briefs provide clear and well-written tasks that are linked to learning outcomes effectively. Tasks allow a full range of grades to be achieved and are clearly linked to the relevant module grading criteria.

Students benefit from appropriate spoken and written feedback, with academic staff clearly identifying areas where students have done well and where they could have developed their work further. Staff and managers monitor student progress and performance effectively, and take appropriate action where students are not progressing as expected.

Appropriate procedures are in place to discourage and penalise students who cheat or submit work that is deemed to have been plagiarised. A clear and appropriate academic misconduct policy is contained in the student handbook and all assessment evidence is screened for authenticity using appropriate commercial software to confirm originality. These arrangements help to ensure that students are awarded grades based on their own knowledge and understanding.

Clear guidance is provided to students through handbooks and published policies on how to appeal grades and claim mitigating circumstances, if applicable.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.2	Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programmes' objectives.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.3	Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.4	Programme designers make effective use of appropriate teaching aids and learning resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.5	The institution makes effective provision for students to access all resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Course materials are of a high quality and well designed. They are appropriate for the individual courses and level of study. A comprehensive range of resources is available on the VLE, which support learning effectively and enable students to achieve on their chosen programme of study. Materials are regularly reviewed and revised by academic staff to ensure that they are accurate, engaging and fit for purpose.

A wide range of appropriate teaching aids and study materials is used effectively to support learning. Students have excellent access to all available resources via the VLE.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.2	Students are given an induction to the institution and their programme of study and guidance on the use of facilities such as the library and IT provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.3	Students receive appropriate information on the pastoral support available to them, including for the provision of emergency support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.4	The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.6	There are effective systems to communicate with students out of class hours.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
14.7	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> NA
14.8	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

UNYP provides an appropriate student welfare and counselling service offered by appropriately experienced staff. Pastoral support is provided primarily through Deans, who act as advisers. Student affairs staff also provide effective support on a range of pastoral and welfare issues, in particular for international students. Students are satisfied with the support provided by the Institution's welfare and pastoral services and inspection findings confirm this view.

Student induction and orientation are comprehensive, covering library and IT provision as well as accommodation, policies and procedures, and information about living in Prague. There is a suitable documented policy and procedure for dealing with discrimination and abusive behaviour.

Staff respond quickly and efficiently to students' general enquiries and any technological problems. Students benefit from access to supportive staff outside scheduled learning hours to support their learning needs. A useful out-of-hours communication system is also in place, which ensures that students are well supported and updated outside class hours.

A safeguarding policy is in place. Two senior members of staff are appointed as designated safeguarding leads to provide additional care and oversight of the very small minority of students aged under 18. Welfare staff are made aware of the presence of students under the age of 18.

14.7 The safeguarding policy has not yet been fully implemented. The safeguarding leads, as well as other relevant staff, have not yet undertaken any specific safeguarding training. The teaching staff are not made aware that students under the age of 18 are attending their class. As such, they are not able to monitor their interactions with other students or understand the requirement to report any issues to the relevant safeguarding leads. The Institution does

not have a specific e-safety policy in place or a single central record of checks to ensure staff suitability to work with students aged under 18.

A policy covering radicalisation and extremism is in place and available to staff and students. Staff training is being planned and a general risk register is in place that makes limited reference to radicalisation and extremism.

14.8 The policy covering radicalisation and extremism is not yet fully implemented and the staff training has not yet taken place. In addition, internet and other monitoring functions detailed in the policy are not currently being implemented. There is no specific risk assessment or action plan relating to radicalisation and extremism.

15. Students receive appropriate academic support and guidance

15.1	Students have appropriate access to teaching staff outside teaching and learning sessions.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.2	Students have access to appropriate support to enable the regular review of their academic progress.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.7	Students are advised of BAC's complaints procedure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.8	Instructions and suggestions on how to study are made available to assist students to learn effectively and efficiently.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.9	Students with special educational needs and disabilities (SEND) are identified so that appropriate support can be provided.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Academic staff meet regularly with students outside teaching time to discuss their progress and provide tutorial support. Detailed student records on attendance, participation and achievement are effectively maintained, which helps to inform these discussions and identify when additional support and guidance are required. Students are able to access foundation courses for additional support if they are not making sufficient progress or if they wish to change their pattern or programme of study.

Students are well supported in preparing for future careers and their next steps. Useful networks are maintained with employers, guest speakers and alumni to provide useful and current information, advice and guidance on progression pathways.

A complaints procedure is in place that informs students of how to submit a complaint and includes details of the BAC complaints procedure. The scope of the current policy is somewhat limited and does not explicitly include students' right to submit a complaint about the wider aspects of their education.

Students receive good support on how to study effectively, for example developing higher level study skills and avoiding procrastination.

The Institution has a policy on meeting the needs of students with specific needs. This includes details on students' right to declare a disability and examples of possible reasonable adjustments, including modified assessment procedures, use of computers for assessment and support provided by a peer tutor. However, the online application form does not explicitly encourage students to declare any information about disabilities or specific needs.

Where students do declare a disability during induction or while on a programme, effective additional support is provided by the dedicated counselling team. Specific training to help individual lecturers identify and support their students with disabilities is currently underdeveloped.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
16.2	On arrival, international students receive an appropriate induction on issues specific to the local area.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
16.3	Information and advice, which are specific to international students, continue to be available throughout their time at the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
16.4	Provision of support takes into account cultural and religious considerations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
16.5	Where possible, students have access to speakers of their own first language.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

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

Comments

Dedicated staff provide effective support for international students before and during their studies. There is detailed and effective liaison over visa, language and other entry requirements. Students are provided with useful information to help them make appropriate travel arrangements and to find suitable accommodation from a network of trusted providers.

International students receive a detailed orientation to their studies and the local area. They benefit from a programme of excursions and social activities during induction and throughout their studies, which helps them to settle into their new surroundings quickly.

Students' requests that reflect any cultural or religious considerations are managed effectively. The Institution has a strong pool of Russian-speaking staff, and where it is not possible to provide an internal speaker of the same language, students are signposted to other organisations in the city that can assist with translation services as required.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
17.2	There are effective procedures and systems to enforce attendance and punctuality.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
17.3	Accurate and secure records of attendance and punctuality, at each session, are kept for all students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
17.4	Data on attendance and punctuality is collated centrally and reviewed regularly and absences followed up promptly.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

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

Comments

The Institution has a clear, published policy on student attendance and students understand the attendance and punctuality requirements of their study programmes.

The VLE system is used efficiently and effectively to record attendance accurately. Attendance records collated on the VLE are securely shared with the Institution's MIS. This ensures that managers are able to review and manage data

centrally, follow up unauthorised absences and take action where necessary to ensure that minimum attendance requirements are upheld.

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

- | | | | | |
|------|--|------------------------------|-----------------------------|-----------------------------|
| 18.1 | Any residential accommodation is clean, safe and of a standard that is adequate for the needs of students. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 18.2 | Any residential accommodation is open to inspection by the appropriate authorities. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 18.3 | A level of supervision is provided that is appropriate to the needs of students. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 18.4 | Students are provided with advice on suitable private accommodation. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

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

- | | | | | |
|------|---|---|-----------------------------|-----------------------------|
| 19.1 | Students are provided with appropriate information on opportunities for participation in social events and other leisure activities that may be of interest. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 19.3 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and/or experience. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 19.5 | The institution supports and encourages peer interaction through a variety of channels, e.g. social network forums and channels. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Students benefit from a wide-ranging social programme, including regular events, exhibitions, trips and webinars. A survey is conducted to ensure that social activities are chosen to best meet the needs and interests of students.

Students are able to access discounted provision at leisure facilities such as gyms and swimming pools in their free time.

Students agree that social events are run safely and effectively by competent professionals, and no indicators to the contrary were identified during the inspection.

Dedicated social media channels have been established by different departments, for example Student Affairs and Global Engagement, and these provide a useful way for students to interact and communicate with their peers.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.2	The institution has the legal right to use these premises for the delivery of higher education.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

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

Comments

The Institution has secure leases on its premises, with appropriate authority in place to deliver higher education programmes from these premises.

A number of other suitable premises are available to the Institution should a need arise. For example, students benefit from access to a third-party gym and swimming pool.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
21.4	General guidance on health and safety is made available to students, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.5	There is adequate signage inside and outside the premises and general information is displayed effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.7	There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.8	There is adequate air conditioning, heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

Access to the premises is secure and appropriately restricted. The premises are very well maintained, decorated and clean, and provide a safe learning and working environment.

Appropriate health and safety rules are clearly displayed in all relevant areas. Appropriate guidance is provided to staff and students via their induction and respective handbooks. Visitors are provided with bespoke guidance on arrival, which is then supported by appropriate signage throughout the premises. There are no areas that pose a particularly higher risk or hazard due to their specialist nature.

The premises provide an effective space for staff and students to work and socialise and to receive visitors. Toilets are adequate in number, and clean and well maintained. Staff and students confirm that heating, ventilation and air conditioning are all appropriate, and no indicators to the contrary were identified during the inspection.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
22.2	Classrooms and any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level that allows for the effective delivery of each programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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

Classrooms are well appointed and resourced, adequate in number and size, and support learning effectively. All learning areas are appropriately equipped to meet the requirements of the available courses.

The Institution has a number of suitable areas in which to conduct examinations. As a result, students benefit from attractive and professional learning environments that support their studies well.

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

The premises provide a good space for students to study individually or in groups. Both academic and administrative staff have access to appropriate space to undertake their duties, including meeting with students.

The provision for students and staff to consume food and drink is appropriate and a number of areas are provided for them to relax or store their personal possessions.

A number of appropriate rooms and offices are available for academic staff and managers to hold meetings. Consequently, the premises at all sites offer both staff and students a suitable and effective space for study and work.

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 provision of learning materials is good, with all course materials and other relevant resources linked effectively to students' programmes of study. Library stock is regularly reviewed and sufficient to meet the needs of both students and academic staff.

The library is staffed by appropriately qualified and experienced staff. It is spacious and provides a comfortable area for independent study or group work. A clear lending policy is in place and opening times are sufficient and reflect the needs of the students well. Overall, the library service and facilities support the learning and development needs of both students and staff very well.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
25.3	There is provision of appropriate, up-to-date software and virtual learning environments that reflect the needs of the programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
25.4	There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.6	The institution makes effective provision for students to access conventional and online resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

UNYP provides students and staff with appropriate access to technology to support study and work. Internet connectivity is good and is effective in allowing students to access online resources and communicate with the Institution and its staff. Software and hardware are regularly reviewed and updated to meet the changing needs of the Institution, the programmes that it offers and its students.

The VLE supports all of the Institution's programmes effectively, with software being maintained to ensure its efficiency. Searching for specific information on the Institution's intranet can be challenging, however, with large amounts of historical course data still available. This can make finding course information time-consuming.

Appropriate IT technical support is in place and this ensures that the systems are operational at all times. Training in IT systems is provided when needed. Overall, the Institution is highly effective in ensuring access for both online and conventional resources for its staff and students.

INSPECTION AREA – QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

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

26.1	The views of all stakeholders are canvassed and recorded regularly, considered objectively, analysed and evaluated thoroughly and, where necessary, appropriate action is taken.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
26.2	Student feedback is obtained through appropriate formal student representation mechanisms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

26.3 The institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution implements a range of effective arrangements to gather the views of a wide range of stakeholders, including students and staff. Staff are invited to complete a range of surveys to express their views, as well as participating in regular formal and informal staff meetings.

The Student Council meets regularly, providing a valuable platform for student course representatives to offer their feedback to senior leaders and managers. Students are also invited to complete formal module evaluations and the Student Council survey, as well as providing informal feedback to their tutors and the Deans when required.

Additional roundtable discussions are also organised by the student affairs team as a mechanism for discussing current affairs and thematic issues affecting the student population. As a result, students are regularly consulted and feel that their views are valued and taken seriously.

Senior leaders regularly analyse stakeholder feedback to identify areas for improvement and take appropriate action where required. Appropriate Academic Board and Student Council meeting records are maintained and made available to students to demonstrate the response to, and impact of, their feedback.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.2	The institution's quality assurance policies and procedures appropriately inform its strategic management.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.3	The principles of quality assurance are embedded throughout the institution to ensure a quality ethos.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.5	Management compiles regular reports that present the results of the institution's reviews and incorporate action plans.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.9	Key performance indicators include an analysis of student outcomes in terms of year-on-year performance, which highlights any significant variations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.11	Review and revalidation of programmes on a regular basis involves external assessors as appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.12	Institutional systems ensure the effective consideration of programme reports and that appropriate actions are incorporated into action-planning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Leaders and managers have implemented a broad range of quality assurance mechanisms to review and evaluate the Institution's standards and performance. These are clearly defined and documented in published policies, and shared with stakeholders using the VLE.

Stakeholders at all levels contribute to the continual development of the quality of education provided by UNYP. The Rector and General Manager provide effective quality assurance oversight, supported by the Deans of each faculty and other senior managers, to ensure that the Institution's vision to provide impactful, high-quality transformative education is upheld.

A range of specific monitoring functions ensures that performance against key performance indicators is regularly reviewed and evaluated, and improvement actions are put in place where required. For example, the Internal Evaluation Board and Academic Board review a range of quality indicators, including grade distribution, state examination results, attendance rates, and application, admission and attrition data.

Course and programme guarantors review and evaluate their allocated programmes against local accreditation standards and expectations. Annual course and programme self-evaluation reports consider a range of performance indicators, including data over time, student course evaluation results and course moderation reports. For programmes validated by partner institutions, annual performance reports are completed that consider relevant data and the outcomes of external examination feedback, along with a summary of student feedback and associated action-planning. These processes and reports help to ensure that areas for improvement are identified and appropriate action is taken where required.

The Institution also publishes an annual self-evaluation report, which draws together a summary of performance across all courses and programmes offered by each faculty. Effective use is made of current and historical data to draw up summary evaluations of overall performance, strengths and challenges requiring future action. The Academic Board considers programme reports and ensures that action plans are systematically reviewed. The outcomes of Academic Board meetings are recorded and monitored by the General Assembly, to ensure that action plans are fully implemented.

The Institution reviews, revalidates and reaccredits its programmes on a regular basis to ensure that these meet the needs of students. Senior leaders benefit from the guidance of the members of the External Advisory Board, who ensure that courses reflect current trends and the needs of industry. Course guarantors provide appropriate approval and authorisation to any course updates to ensure that these remain fit for purpose.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
28.2	End-of-session course and annual programme reports include improvement and ongoing developments made and identify further areas requiring enhancement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
28.3	Action plans for enhancement are implemented and reviewed regularly within the institution's committee structure.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Good practice is identified through a range of activities, including scrutiny of course evaluation reports, observations of teaching and learning and through the internal and external moderation process. The committee structure and departmental meetings provide a useful forum for the sharing of good practice across the Institution.

Annual programme reports provide a summary of performance across all courses and programmes and highlight key strengths and future challenges.

28.3 Detailed, formal and specific quality improvement action plans, arising from consideration of performance reports, are not fully implemented and reviewed as a way to monitor the timely resolution of identified actions and enhance the quality of provision over time.

INSPECTION AREA – ONLINE, DISTANCE AND BLENDED LEARNING

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

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

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Lecturers are appropriately trained and have a good understanding of the requirements of online, distance and blended learning delivery. Learning is appropriately supported by lecturers' use of the Institution's chosen delivery platform and its VLE.

Lesson observations show that lecturers have a good understanding of the challenges and demands of online, distance and blended learning. Clear requirements for students to have a specified level of digital literacy are stated for relevant programmes.

Appropriate guidance on how to study and use the online tutorial materials is made available to assist students to learn effectively and efficiently.

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

Clear governance and oversight arrangements ensure that the Institution's mission to offer high-quality, transformative education is achieved.	
Actions required	Priority H/M/L
2.1 The Institution must complete and approve a current strategy for the development of its higher education provision.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
2.3 The strategy must be communicated to relevant stakeholders when agreed.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
6.1 Managers must implement appropriate recruitment checks to ensure staff suitability to work with children and young people.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
6.7 The existing appraisal system must be routinely implemented to review the overall performance of all teaching staff and inform areas for enhancement.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
6.8 The staff development needs of all teaching staff must be systematically identified through a process of formal annual appraisal or performance review.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

The Institution operates clear and robust systems for the effective management of student information from initial enquiry to graduation.	
Actions required	Priority H/M/L
8.8 Specific policies for accreditation of prior learning must be made explicit in pre-course information and made available to students.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Students benefit from well-planned sessions and good-quality learning resources that support their independent learning skills very well.	
Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

STUDENT SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

Actions required	Priority H/M/L
14.7 Appropriate safeguarding arrangements for students under the age of 18, including the training of teaching and support staff, must be fully implemented.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
14.8 Appropriate arrangements to protect students from the risks associated with radicalisation and extremism must be fully implemented.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

Students benefit from a comprehensive library service that supports their research and study skills well.

Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

Programme and course guarantors provide effective quality assurance of education programmes, to ensure that these meet the needs and aspirations of students.

Actions required	Priority H/M/L
28.3 Senior leaders must implement and review formal and specific quality improvement action plans.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

ONLINE, DISTANCE AND BLENDED LEARNING

Institution's strengths

Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

The written admissions policy should provide explicit details of the process relating to postgraduate programmes.

The Institution should establish the research colloquium to provide an additional forum for discussing and disseminating research and sharing good practice.

The Institution should consider broadening the student complaints policy to explicitly include the right to submit a complaint about all aspects of their educational and student experience.

It is recommended that the online student application form explicitly requests information relating to student disabilities and learning needs where relevant.

Additional training should be provided for lecturers to help them better understand how to identify and meet the needs of students with specific learning difficulties or disabilities.

It is recommended that information on the intranet is better organised or suitably archived where appropriate to enhance student access.

COMPLIANCE WITH STATUTORY REQUIREMENTS

