



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM AND SUPPLEMENTARY INSPECTION CHANGE OF MANAGEMENT (Independent Higher Education)

INSTITUTION: University of New York in Prague

ADDRESS: Londynska 41
120 00 Praha 2
Vinohrady
Czech Republic

HEAD OF INSTITUTION: Dr Andreas Antonopoulos

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 6–7 February 2024

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation, 30 May 2024

PART A – INTRODUCTION

1. Background to the institution

The University of New York in Prague (UNYP/the Institution) is a limited company that was 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. The proprietor, acting as President of both institutions, is the majority shareholder.

The Institution is located in the Vinohrady district in the heart of Prague in the Czech Republic. The main campus is located on Londynska Street, 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 University (SUNY Empire) and Northeastern University in the United States of America (USA), and also has collaborative arrangements with Dublin Business School in Ireland for the delivery of some postgraduate programmes.

UNYP's own programmes are accredited by local accreditation authorities or by other accreditation agencies, such as the International Accreditation Council for Business Education, which is a USA-based accrediting body.

Since the previous inspection, there has been a change of Dean in both the School of Business and the School of Psychology. In February 2021, the Institution was accredited to deliver three additional Bachelor of Arts (BA) programmes, in co-operation with SUNY Empire, in Child Development, Digital Media Arts and Political Science.

In October 2021, the Institution signed a consortium agreement with Dublin Business School to deliver a Master of Science (MSc) in Business Analytics, and Digital Marketing and Analytics. Following the departure of the United Kingdom (UK) from the European Union, the Institution no longer collaborates with the University of Bolton to deliver the MSc in International Management or the Master of Arts (MA) in Strategic Communication.

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, SUNY Empire, the Institution delivers undergraduate degrees, including in Business Administration, Communication and Media, International Relations, and Psychology. A Bachelor of Science (BSc) in Information Technology (IT), a BA in Digital Media Arts, and a BA in English Language and Literature are also available, awarded by SUNY Empire only.

Undergraduate provision also includes a locally accredited, three-year Bachelor of Business Administration degree, within which students can choose from four pathways, including finance and marketing. Undergraduate programmes are delivered mainly in person and on a full-time or part-time basis.

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. Postgraduate courses are mainly taught during weekends.

UNYP collaborates with Dublin Business School to deliver the MSc in Business Analytics, and the MSc in Digital Marketing and Analytics. At the time of the inspection, recruitment for these programmes was ongoing. The Institution promotes and recruits students for the Doctor of Philosophy (PhD) programme delivered in collaboration with the University of Bolton through UNYP’s partner Institution, New York College, in Athens. UNYP does not deliver this programme.

At the time of the inspection, 979 students were enrolled. Six students were aged under 18. UNYP has capacity for around 1,200 students. Currently, the 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, Kazakhstan, Ukraine and Azerbaijan.

Students are enrolled in September and February in 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 over one and a half days by one inspector. The inspector held meetings with the General Manager, the Deans of School and other senior managers. Meetings were held with a group of students and academic and administrative staff. The inspector observed lessons and undertook a tour of the premises. A wide range of documentation was provided electronically for scrutiny. The Institution’s staff and students co-operated fully with the inspection process.

4. Background to the supplementary inspection

A supplementary inspection was carried out due to a change in leadership and management. In January 2023, there was a change in the Dean of Psychology. In November 2023, there was a change in the Dean of the School of Business.

5. 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
Re-accreditation	16 & 18–19 February 2021

PART B – JUDGEMENTS AND EVIDENCE

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

1. Significant changes since the last inspection

Since the previous inspection, there has been a change of Dean in both the School of Business and the School of Psychology. Both Deans have relevant postgraduate qualifications and significant educational leadership experience in their respective fields. As a result, they have the necessary expertise to lead their Schools.

The Institution is now collaborating with Dublin Business School to offer an MSc in Business Analytics and an MSc in Digital Marketing and Analytics, awarded by Quality & Qualifications Ireland (QQI). At the time of the inspection, the Institution was actively recruiting students to the MSc in Digital Marketing and Analytics, on a full- or part-time basis.

The Institution is now delivering a BA in Digital Media Arts, in collaboration with SUNY Empire. The programme is available on a full- or part-time basis. No students have yet completed the programme.

2. Response to action points in last report

2.1 The Institution must complete and approve a current strategy for the development of its higher education provision.

The action has been met. The Institution has completed a strategic goals and implementation plan for the development of its higher education provision. The Academic Board has approved the strategic plan, which includes five relevant strategic goals with a range of associated actions.

2.3 The strategy must be communicated to relevant stakeholders when agreed.

The action has been met. The strategy has been communicated to relevant stakeholders, for example through an annual staff briefing and separate faculty meetings. Scrutiny of the Institution's website also demonstrates that a copy of the strategic plan and associated implementation plan are available for review by stakeholders within and outside the Institution.

6.1 Managers must implement appropriate recruitment checks to ensure staff suitability to work with children and young people.

The action has been met. Leaders have introduced new arrangements to ensure the suitability of staff who work regularly with the very small number of students who are under the age of 18. Criminal records checks are now carried out for the necessary staff, along with the validation of employment references. Checks are processed and managed by the Rector's office to ensure compliance and completion.

6.7 The existing appraisal system must be routinely implemented to review the overall performance of all teaching staff and inform areas for enhancement.

The action has not yet been fully met. Leaders have introduced a formal appraisal system for teaching staff, which includes a review of teaching and learning performance. An online recording system has been established to formally share and record the outcomes of reviews. At the time of the inspection, only a minority of staff had completed a formal appraisal.

6.8 The staff development needs of all teaching staff must be systematically identified through a process of formal annual appraisal or performance review.

The action has not yet been fully met. Leaders have introduced a formal appraisal system for teaching staff, which includes the identification of development needs and goals. However, at the time of the inspection, only a minority of staff had completed a formal appraisal.

8.8 Specific policies for accreditation of prior learning must be made explicit in pre-course information and made available to students.

The action has been met. The policy relating to the accreditation of prior learning and experiential learning has been revised and enhanced. Clear guidance on the accreditation of prior learning is accessible to prospective and current students via the detailed policy information booklet, available from the UNYP webpage.

14.7 Appropriate safeguarding arrangements for students under the age of 18, including the training of teaching and support staff, must be fully implemented.

The action has been met. Leaders have introduced a safeguarding guide to support staff in understanding their roles and responsibilities regarding the care of the few students who are under the age of 18. Teaching staff receive a notification if a student under the age of 18 registers to attend their class to ensure they can provide additional attendance monitoring and support where needed. Two Designated Safeguarding Leads (DSLs) have been identified. DSLs have relevant professional expertise in safeguarding the welfare and mental health of adults and young people. Undergraduate students are required to take the Institution's computers and applications course, which includes sections relating to online safety. Internet filters are regularly updated and implemented to restrict students' access to inappropriate content online.

14.8 Appropriate arrangements to protect students from the risks associated with radicalisation and extremism must be fully implemented.

This action has not yet been fully met. Managers have a relevant policy, risk assessment and action plan in place to help reduce the risks associated with radicalisation and extremist ideologies. The majority of staff have now completed specific online training relating to the prevention of terrorism and extremist radicalisation. However, this has not yet been completed by all relevant staff.

Through the Academic Council, leaders have recently made a change to the wording of the policy to ensure that all relevant staff understand their responsibilities to complete the necessary training promptly as part of their induction process. Scrutiny of online records demonstrates how managers monitor the uploading of training certificates to ensure oversight of completion and compliance. Internet monitoring filters ensure that students' access to sites flagged for inappropriate content is restricted, for example explicit violence, hacking and extremist groups.

28.3 Senior leaders must implement and review formal and specific quality improvement action plans.

This action has not yet been fully met. Leaders have implemented a formal action-planning framework to enable the monitoring of identified actions. Online software is used to record, share and monitor quality assurance action plans, such as those identified by the Academic Council. Academic leaders meet regularly to monitor the completion of formal action plans. Academic leaders recognised that not all the actions identified at the previous inspection have yet been fully implemented.

3. Response to recommended areas for improvement in last report

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

The recommendation has been met. The policy booklet and website information provide explicit details of the process relating to the admissions process for postgraduate programmes.

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

The recommendation has not yet been met. Managers have plans in place to hold regular research seminars. However, due to staffing changes, these have not yet taken place.

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.

The recommendation has not yet been met. In practice, students are able to complain about any aspect of their educational and student experience. However, the formal written complaints policy only explicitly relates to possible breaches of the rules of conduct.

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

The recommendation has not yet been met. Leaders and managers have clear plans in place to update the student application form to allow students to declare any specific disabilities and learning needs more easily. However, this has not yet been implemented.

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 and/or disabilities.

The recommendation has been met. Lecturers receive e-mail communications with useful guidance on how to meet students' specific learning needs in their approach to teaching and assessment. Additional training events from experts in the School of Psychology are also offered to support staff in their understanding of how to meet students' individual needs.

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

This recommendation has been met. Information available to students on the intranet is logically organised. Students confirmed to inspectors that information is clear and accessible, and inspection findings confirm this.

4. Compliance with BAC accreditation requirements

4.1 Governance, Strategy and Financial Management (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

The Institution is effectively and responsibly governed. Leaders continue to implement an effective organisational structure, which is clearly defined and communicated to all stakeholders. The Academic Board protects the integrity of academic freedom. Scrutiny of Board records demonstrates how the senior committee develops and implements policies and procedures effectively.

Formally defined and transparent agreements are in place with partner education organisations. A review of online information platforms and meetings with academic managers, staff and students confirm that there are clear and effective channels of communication between all stakeholders.

The Institution has a clear strategy in place for the development of its higher education provision. Clear implementation plans include relevant strategic goals with a range of associated actions. Leaders have effectively communicated the strategy to relevant stakeholders, for example through annual staff briefing and separate faculty meetings. Scrutiny of the website also demonstrates that copies of the strategic plan and associated implementation plan are available for review to stakeholders within and outside the Institution.

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

4.2 General and Academic Management and Administration (supplementary inspection)

The numbers below refer to the standards as presented in the Independent Higher Education scheme document and main full inspection report

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The management structure is clearly defined, well documented and effectively communicated to all stakeholders. In inspection meetings, managers and staff confirmed that they are clear about their roles and responsibilities at all levels. Inspection findings confirm this view.

The Institution has a suitable range of committees to inform management decision-making, such as the Academic Board, Internal Evaluation Board, Academic Council, Disciplinary Committee and Student Council. Committees have clear and appropriate terms of reference, which are published and shared in the statute and internal regulations document.

Committees meet regularly and meetings are appropriately documented. This ensures that key decisions and action points are effectively recorded and disseminated to the necessary stakeholders.

The Academic Council provides effective oversight of the information provided internally and externally. This ensures that information is accurate and fit for purpose.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.2	The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.3	Administrative policies, procedures and systems are well documented and disseminated effectively across the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.4	Classes are timetabled and rooms allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.5	Data collection and collation systems are well documented, accurate and effectively disseminated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.6	Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

5.7	Students' records are sufficient, accurately maintained and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.8	Staff records are sufficient, accurately maintained and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.9	The institution has a robust security system and policies in place for protecting the data of its students and staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.10	The institution has processes through which the institution verifies that the student who registers on the programme is the same student who participates on it and completes and receives the credit.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.11	There are secure and efficient procedures for the administration of examinations and other means of assessment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.12	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.13	The institution makes student records and transcripts available to its students in a timely manner.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.14	There is a policy on the collection of and refund of students' fees that is implemented effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution is effectively administered. UNYP has an effective administrative support team in place, which ensures that the Institution is well run. The size of the administrative team is sufficient for the number of students and staff.

The administrative support available to staff and students continues to be clearly defined and documented in a range of detailed policies and procedures. Policy documents are communicated effectively to staff and students through the online information systems and the UNYP website.

Student classes are logically timetabled and this is communicated via a clear and accessible online system. Students are able to access up-to-date information on each of their classes online. Large information screens on campus and text messages sent to students' mobile phones ensure that students are kept up to date with any last-minute changes to their planned classes or their location.

The Institution has effective data collection and collation systems. Scrutiny of different electronic administrative and information systems demonstrates that student and staff records are clear, accurate and well maintained.

The Institution has robust security systems in place to protect the data of staff and students, including multifactor authentication to access the Institution's online systems. Managers provide detailed training for staff to help them understand how to protect data and to be alert to the risks from social engineering, manipulation and impersonation.

Meetings with staff and a review of student records confirm that the Institution continues to implement effective mechanisms to check and verify students' identity. Processes for the administration of assessments and examinations are clear, secure and efficient.

Effective internal and external course moderation processes remain in place at the pre- and post-assessment stages. Course guarantors take responsibility for the suitability and validity of their allocated courses, ensuring that assessment outcomes are suitably moderated and confirmed for reliability and validity.

In inspection meetings, students confirmed that they were able to access their records and transcripts in a timely manner using the online Management Information System (MIS) and Virtual Learning Environment (VLE). Students 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

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|-----|---|---|--|
| 6.1 | There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff, which are designed to ensure the safety of the learners. | <input checked="" type="checkbox"/> Yes | <input 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 has appropriate policies and procedures in place to ensure that suitably qualified and experienced staff are recruited and supported. The Institution has introduced appropriate arrangements to ensure the suitability of staff who work regularly with students who are under the age of 18, for example through the completion of criminal records checks and validation of employment references.

Academic managers and lecturers are well qualified in their particular areas of subject specialism. Administrative staff are appropriately experienced for their roles. Leaders ensure that there are clear and appropriate job specifications in place for all staff. This ensures that staff understand their responsibilities and are effective in carrying these out.

Staff confirm that the Institution implements effective orientation arrangements to ensure that they receive the necessary induction to the organisation and its systems and procedures. Inspection findings confirm this view. Staff have access to an appropriate complaints and appeals procedure and a published equality and diversity policy.

6.7 The appraisal system has not yet been implemented for all teaching staff.

6.8 The staff development needs of all teaching staff have not yet been identified through a 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 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-centred 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

The Institution has effective procedures in place to ensure that programmes of study are suitably designed and validated. Course guarantors take responsibility for ensuring that each course remains suitable to meet students' needs and that they develop the knowledge, skills and understanding they need to progress and achieve.

A review of the website and course literature demonstrates that each programme has clearly articulated learning outcomes, which are publicly available. Students confirm that they fully understand the outcomes of their modules and courses. Inspection findings confirm this view.

Academic staff meet regularly, and meetings are clearly recorded. There are clear systems in place for academic staff to request the resources and course materials they need to support the delivery of each programme. An effective procedure for the acquisition of resources is in place to support academic programmes. Academic managers review resource requests effectively to ensure that these are approved in line with allocated budgets.

In inspection meetings, students confirmed that they are able to contribute to the development of the academic provision through the Student Council and through individual module evaluations. This ensures that the curriculum meets the needs of students. Inspection findings confirm this view.

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 on to 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 checked="" type="checkbox"/> Yes	<input 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

Course documentation and the UNYP website provide a clear outline of the entry criteria and language requirements for each programme. These are set at a suitable level for the demands of the programme. This ensures that prospective students are able to make informed decisions about their study choices.

In inspection meetings, students and staff confirmed that the formal application process ensures that students provide the necessary evidence to meet the entry requirements. Students also confirmed that their application queries are responded to promptly and appropriately. Inspection findings confirm this view.

The policy booklet and website information provide explicit details of the process relating to admissions for postgraduate programmes. Students are reminded that they are responsible for checking that they have the skills and knowledge required to study on the chosen course.

Students' needs are effectively assessed at the start of their programme of study. The interview process ensures that students have the required skills and knowledge to be able to succeed on their chosen programme.

The Institution has a clear policy relating to the accreditation of prior learning and experiential learning. Information is accessible to prospective and current students via the detailed policy information booklet, available from the UNYP webpage.

The Institution has appropriate arrangements in place to ensure agents are properly selected, briefed and monitored. This ensures that they can provide suitable and accurate guidance to prospective students.

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 type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The Institution encourages and supports staff to undertake research and other forms of scholarship. A clear and externally published research vision outlines UNYP's commitment to interdisciplinary research and international collaboration over the next five-year period.

The Institution operates four research centres, which lead on and co-ordinate a range of subject-related research projects. The online research publications repository clearly documents and demonstrates the research contributions of staff over time.

Academic staff are encouraged to engage in research and other forms of scholarly activity. Full-time teaching staff have time allocated as part of their contract to engage in appropriate research activity. A dedicated research manager oversees the research output of academics and is able to provide one-to-one support for staff who require advice and guidance on developing their research skills.

Staff have access to a clear and transparent financial incentive scheme to support their research engagements, attend conferences and research events, and publish their findings.

Staff are supported to engage in a range of professional development activities and training events, such as participating in transfer knowledge seminars to share examples of pedagogical strategies.

9.4 Academic leaders have clear plans to establish a more formal research colloquium to provide dedicated time for staff to meet regularly to share and discuss current research activities. However, the colloquium has not yet been formally established.

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

The Institution's publicity material gives an accurate and up-to-date description of the curriculum and UNYP's premises, facilities and the range of resources provided. Programme information is comprehensive, accurate and readily accessible. This helps students to make informed decisions about their studies.

Academic managers regularly review publicity to ensure that it is accurate and relevant. Student handbooks, module specifications and assessment guidelines contain accurate and readily available information on assessment structure, course guidelines, assignments and awarding organisations. This ensures that all students are well informed about their qualifications, including the level of the award.

In inspection meetings, students confirmed that they have access to clear and accurate information about course fees, including the costs of assessments, activities and any required materials. Details of course fees are clearly provided on the website.

4.3 Teaching, Learning and Assessment (spot check)

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

Comments

Academic staff are effective in facilitating student learning. A review of Curricula Vitae (CVs) demonstrates that lecturers are well qualified and experienced in their subject disciplines. Lesson observations confirm that lecturers use an appropriate mixture of group and individual learning activities, including case studies and discussion tasks. This promotes the active participation of all students and supports their learning and progress.

Students are set a range of learning, assessment and research tasks, which encourages and develops their independent learning. For example, students complete group discussions, projects and videos. In inspection meetings, students confirmed that they value highly the range of learning and assessment activities provided, which help to keep them engaged and motivated, as well as developing their employability skills.

A review of the VLE demonstrates that students are provided with access to a wide range of high-quality learning resources that support their studies very well.

Assessment arrangements are fair and appropriate. Students complete an effective range of assessment methods that are relevant to their course and help them to develop the knowledge and skills they need in order to achieve. In inspection meetings, students confirmed that they receive constructive and timely feedback that helps them to improve. Inspection findings confirm this view.

4.4 Student Support, Guidance and Progression (spot check)

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

Comments

Students receive effective pastoral support, which is appropriate to their age, background and circumstances. Students have access to helpful welfare and counselling services to support their specific needs.

All students receive a comprehensive induction that helps them access online resources and systems and hence settle into their studies quickly. International students benefit from additional classes during the orientation week, which introduces them to Czech history, culture and language. Weekly newsletters signpost students to different cultural events taking place in Prague.

A detailed complaints procedure is in place. This informs students how to submit a complaint in relation to breaches of the rules of conduct. The policy does not explicitly include students' right to submit a complaint about the wider aspects of their education with the Institution.

The Institution has a policy on meeting the needs of students with specific needs, including details on students' right to declare a disability and examples of possible reasonable adjustments that could be put in place to meet specific needs. The online application form does not explicitly encourage students to declare any information about disabilities or specific needs.

Student attendance is measured and recorded regularly. Where necessary, academic managers follow up student absences to ensure students are supported to improve their attendance levels.

The Institution has adequate safeguarding arrangements in place to keep students safe. The safeguarding guide supports staff in understanding their roles and responsibilities regarding the care of the few students who are under the age of 18. Teaching staff are made aware of any students aged under 18 attending their classes. This ensures they can provide additional attendance monitoring and support where needed. Two DSLs have been identified. They have the relevant professional expertise in safeguarding the welfare and mental health of adults and young people.

14.8 Appropriate arrangements to protect students from the risks associated with radicalisation and extremism must be fully implemented.

Students benefit from a wide range of diverse social activities and events, such as sports clubs, the debating society and the literature club. The Student Council provides students with a range of trips and events to help students make friends and socialise.

4.5 Premises, Facilities and Learning Resources (spot check)

The standards are 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 them. A tour of the premises demonstrated that staff and students have access to a safe, secure and clean environment that supports learning and work very well.

Classrooms are well equipped and resourced and meet the needs of students well. Students benefit from a comfortable lounge, café and high-quality spaces for groupwork and quiet study.

The library is modern, professional and fit for purpose. Appropriately qualified library staff manage the library very effectively, providing expert guidance and support to students. A good range of library stock is systematically organised, with clear and professional lending arrangements in place. These arrangements ensure that all students have access to the learning resources they need.

The Institution provides students and staff with well-managed and reliable IT resources. Effective technical support arrangements are in place, ensuring that staff's and students' technological requirements are well met.

4.6 Quality Management, Assurance and Enhancement (spot check)

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

Comments

The Institution has effective quality assurance and enhancement arrangements in place. Students confirmed that their views are regularly sought through formal module evaluations and the Student Council survey and informally through discussions with academic and administrative staff. In inspection meetings, students confirmed that the Institution takes feedback seriously, taking action where required. Inspection findings confirm this view.

The Institution has effective systems in place to review its standards and assess its own performance. Academic leaders provide effective quality assurance oversight through regular committees and the systematic quality reports produced at module, programme and institutional levels. Course guarantors systematically review and evaluate their allocated programmes against clear standards and performance criteria.

The Institution has effective procedures that facilitate the continuing enhancement of its provision. Leaders use a formal action-planning framework effectively to monitor the resolution of identified actions. Online software tools are used to record, share and monitor quality assurance action plans, such as those identified by the Academic Council.

Action plans for enhancement have not yet been fully implemented. In inspection meetings, academic leaders recognised that not all the actions and recommendations identified at the previous inspection have been fully implemented.

4.7 Online, Distance and Blended Learning (spot check)

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

Comments

The Institution has suitable staff to ensure the successful delivery of online learning. Lecturers are appropriately trained to understand the demands of teaching online and in a hybrid format. Lesson observations demonstrate that lecturers use instructional technology effectively.

Students are made aware of the necessary level of digital literacy required to follow their study programmes. Guidance materials provide students with appropriate instructions and support to ensure they are able to access online learning resources and systems. This ensures that they are able to learn effectively and efficiently.

4.8 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Strengths

Students benefit from well-qualified and experienced lecturers who help them develop the knowledge, understanding and skills they need to progress and achieve.

Effective induction and orientation arrangements help students cope well with the demands of higher-level study and they settle into their studies quickly.

Comprehensive, accessible and engaging online resources support students' independent study skills very well.

The premises provide students and staff with modern, comfortable, well-resourced learning and work facilities.

Actions required

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 checked="" type="checkbox"/> High	<input 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 checked="" type="checkbox"/> High	<input type="checkbox"/> Medium	<input type="checkbox"/> Low
9.4 The Institution must provide formal opportunities for discussing and disseminating research and sharing good practice.	<input type="checkbox"/> High	<input checked="" 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 checked="" type="checkbox"/> High	<input type="checkbox"/> Medium	<input type="checkbox"/> Low
The student complaints policy must explicitly include the right to submit a complaint about all aspects of their educational and student experience.	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Medium	<input type="checkbox"/> Low
The Institution must ensure that the student application form provides an explicit opportunity for students to declare information relating to any disabilities and learning needs where relevant.	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Medium	<input type="checkbox"/> Low
28.3 Leaders must ensure that action plans for enhancement are fully implemented.	<input checked="" type="checkbox"/> High	<input type="checkbox"/> Medium	<input type="checkbox"/> Low

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

None

COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE

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THE INSPECTION WAS CARRIED OUT BY:

Steve Ingle	Lead Inspector
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