

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Re-accreditation Inspection

NAME OF INSTITUTION: AKTO Art and Design School

ADDRESS: 11A Evelpidon Street
Pedion Areos
Athens
Greece
11362

HEAD OF INSTITUTION: Mr Dimitris Tsirkas

DATE OF INSPECTION: 30 October & 1 November 2018

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- Award of accreditation withdrawn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: 1 March 2019

PART A – INTRODUCTION

1. Background to the institution

AKTO Art and Design School (AKTO/the Institution) was established in 1971 and is one of the largest private providers of arts education in Greece. The Institution operates as a corporation under the Athenian Artistic and Technological Group, S.A. Education and Training. AKTO offers postgraduate and undergraduate programmes in art and design validated by Middlesex University. AKTO also certificates its own vocational training courses, short courses and blended learning programmes which the Institution refers to as Distance Learning.

AKTO has two campuses in Athens and Thessalonica, which are modern education building complexes.

AKTO aims to encourage all students who are enrolled to identify their talents and skills and discover their own creativity. AKTO has an excellent reputation of promoting its students' creations throughout the international creative industries and supporting them into employment.

The Chief Executive Officer (CEO) is supported by two Executive Assistants, an Academic Manager, a Quality Assurance Officer and a Senior Leadership Team, all of whom report to the Board of Directors. Academic staff are managed by Programme Leaders who report to the Undergraduate and Postgraduate Coordinators.

AKTO has recently been validated by Middlesex University to offer three new postgraduate programmes in Digital Design and Interactive Application, Fashion Brand Communication and Styling and Photography and Visual Language.

2. Brief description of the current provision

AKTO currently offers eight undergraduate and four postgraduate programmes validated by Middlesex University. There is also a further offer of face-to-face vocational training courses, short courses and some Distance Learning programmes. Graduates of these programmes receive a certificate of attendance from AKTO which provides progression routes to validated programmes. All programmes are delivered and assessed in the Greek language. All undergraduate and postgraduate programmes are offered in both the Athens and Thessaloniki campuses, and are subject to the same administrative and quality assurance procedures.

At the time of the inspection, 504 undergraduate and postgraduate students were enrolled across the two campuses. The academic year runs from September to August, with most students enrolling in September. The current capacity for the Athens campus is just over 1000, and Thessalonica just over 500 students. All students are over the age of 18, with the majority being over 21. There is a mix of male and female students across undergraduate and postgraduate programmes, with the majority being female. The majority of students are from Greece and studying full-time.

AKTO and its programmes are subject to periodic audit and review by the Greek Ministry of Education, Middlesex University and the British Quality Assurance Agency for Higher Education (QAA).

AKTO is the only institution in Greece to become a member of the Cumulus International Association of Universities and Colleges of Art, Design and Media (Cumulus). This is the only global association, comprised of recognised universities, to serve art and design education and research. Cumulus has over 280 members from 56 countries. It represents higher education in Art, Design and Media, promotes originality and assists in the exchange of ideas and current trends in Design.

The Institution operates on an annual academic year enrolment basis. Enrolment is on the basis of previous learning and subject experience. For validated programmes, the Institution follows Middlesex University's entry requirements.

3. Inspection process

The inspection was carried out at the Athens campus, over two days, by a Lead Inspector, one Team Inspector and one Student Inspector. Meetings took place with the CEO, Quality Assurance Officer, Academic Manager, undergraduate and postgraduate coordinators, programme managers, administrators, staff responsible for student welfare, marketing team, librarians, teachers and students. A tour of the premises was carried out and a range of lessons were observed. Various documentation was scrutinised by means of hard copy records, electronic files and the website. The availability of the information provided to the inspectors was excellent and the Institution cooperated highly effectively with the inspection team throughout the inspection.

4. Inspection History

Inspection Type	Date
Full Accreditation	18-19 January 2005
Interim	17 May 2006
Re-accreditation	1-2 November 2010
Re-accreditation	28-29 April 2014
Interim	26 February 2016

PART B - JUDGMENT AND EVIDENCE

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

INSPECTION AREA - GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1. The institution is effectively and responsibly governed

1.1	The overall organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and effectively communicated to stakeholders, including governors, management, staff and students.	<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 has a clearly defined management structure that is documented through an organisation chart that clearly states the staff hierarchy and job roles. This is inclusive of clear reference to the Board of Directors.

The CEO is highly qualified and experienced and holds a clear vision for the Institution. He is supported by a Senior Leadership Team that includes an Academic Manager. The Senior Leadership Team is highly committed and supports the CEO to ensure teaching staff and students are fully supported prior, during and post programme delivery.

All roles and responsibilities are understood by all staff. They are documented through job descriptions for full- and part-time staff and Terms of Agreement within contracts for freelance staff.

There are clear contractual agreements in place with Middlesex University. The Institution follows many of the same quality assurance processes of the university. However, it has adapted the policies to ensure they reflect the Institution's own provision and students.

There is a clear and detailed procedure in place regarding risk assessment. This is documented in the Health and Safety Policy. All quality assurance policies are reviewed at least annually by the Quality Assurance Officer and Board of Directors.

Within the Health and Safety policy, there is a clear process for reporting any risks to the Senior Leadership Team. There is a clear process of escalation within the Senior Leadership Team for staff and students if they want to raise any issues. All risk assessments are reviewed by the Senior Leadership Team and responses to any reported risks are

documented and action plans implemented. There were no outstanding actions for any reported risk assessments at the time of the inspection.

Channels of communication between the management and staff are regular with face-to-face meetings, telephone calls and e-mails. All communication records are up to date and effectively documented in meeting schedules, agendas, minutes and action plans.

The experience of the CEO, and the fact that staff have a clear understanding of their roles, ensure that the Institution is effectively and responsibly governed to enable it to work to achieve its aims.

2. The institution has a clear and achievable strategy

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|-----|---|---|-----------------------------|
| 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 checked="" type="checkbox"/> Yes | <input 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 checked="" type="checkbox"/> Yes | <input 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 are 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

The Institution has a clear strategic plan for the development of its higher education provision. This is a comprehensive, published report that is inclusive of undergraduate and postgraduate programme offers, areas of development and financial management. The quality of the student experience has a high focus throughout the report. Internal staff and external stakeholders have access to the report. The process for developing the report confirms that the Institution refers to a range of valid sources to contribute to their development strategy and to ensure it is relevant and achievable.

The Institution is highly committed to ensuring all stakeholder input is regular and developmental. There are regular meetings, which are formally scheduled on the academic calendar, and include the Board of Directors, internal academic boards, external academic boards, quality assurance, faculty and the Student Council. All meetings include representation from Middlesex University where appropriate. All agendas and minutes are securely stored for audit purposes on the Institution's intranet. Meeting records are detailed and include dates, named persons and action plans. This system ensures the Institution's strategy is effectively communicated within and outside the Institution.

There is a regular and systemic review of the Institution's performance for all undergraduate and postgraduate programmes. This is a documented process in an Annual Monitoring Report (AMR) for each programme. AMRs refer to ongoing academic activities such as external examiner meetings, assessment boards, performance reviews and achievement data. All AMRs have detailed action plans that are mapped to the Institution's strategic targets, enabling AKTO to regularly review its progress towards meeting its objectives.

3. Financial management is open, honest and effective

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| 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 conducts its financial matters professionally, transparently and with appropriate probity. There is clear reference to the Institution's financial status and aims within the Strategic Plan 2014 to 2019.

Financial Arrangements are described in the Partnership Agreement and Memoranda of Cooperation as well as the Greek Law Regulations. The Institution also explains these in the AKTO Regulations document.

The Institution's finance reports are kept up-to-date in the event that they are subject to independent external audit. The most recent independent external financial audits are securely stored and available for review at any time.

INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

4. The institution is effectively managed

4.1 The management structure is clearly defined, documented and understood by all stakeholder groups including governors, management, staff and students. Yes No

4.2 There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels. Yes No

4.3 There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision making. Yes No

4.4 Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded with clear action planning. Yes No

4.5 The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary to ensure that it is accurate and fit-for-purpose. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has a clearly defined management structure that is documented through an organisation chart that clearly states the staff hierarchy and job roles. This includes a clear reference to the Board of Directors, the Senior Leadership Team, academic management and teachers. The structure is clearly understood by all staff and students and roles and responsibilities are further documented in the relevant staff and student handbooks.

All roles and responsibilities are understood by all staff. They are documented through job descriptions for full- and part-time staff and Terms of Agreement within contracts for freelance staff.

There is an appropriate and effective committee structure, consisting of the Board of Directors and Academic Councils. These committees are outlined on the organisation chart and documented within the Academic and Operational Leadership statement. The statement includes the nominated roles within the Institution and their responsibilities. This allows for clear reporting lines to inform management aiding them in their decision making.

The Board of Directors and Academic Councils have clear and appropriate terms of reference and meet regularly. All meetings, which include agendas and minutes, are formally scheduled in the Institution's academic calendar. Minutes of meetings include actions plans.

The Institution's undergraduate and postgraduate AMRs are used to monitor the performance of all programmes and are disseminated internally and externally. The AMRs include action plans and this effectively aids improvements and ensures that the programmes are meeting expected standards and are fit-for-purpose.

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

5. The institution is administered effectively

5.1	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	<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 the student who registers on the programme is the same student who participates on 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 which 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 has a team of seven administrators who are all located on site in one large office. They are effectively managed by an Administration Manager. The administration staff and Administration Manager are clearly identified on the organisation chart.

The size of the administration team is effective for the number of staff and students prior, during and post course delivery. The size is also sufficient for the day-to-day administration of the Institution. Staff and students stated that the administration support was highly effective and inspection findings confirmed this view.

There are clear and documented policies regarding administration procedures and systems. These are included in the staff handbook and are disseminated effectively during staff induction. Staff handbooks are also easily accessible through the Institution's secure intranet.

The Institution takes great care to ensure classes are timetabled effectively across all programmes. Administrators consider student needs, staff specialisms and resources to allocate classrooms and studio spaces appropriately. Staff and students stated that this was highly effective and inspection findings confirmed this view.

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

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

Student identity is verified at the start of all programmes by means of enrolment checks. This is checked using students' passports or other credible documentation such as their National Identification Card. Further verification is undertaken upon completion of the programme and the award of certificates to students. Upon completion of programmes, the Institution issues all students with a transcript that states all completed modules and achieved credits. This process is timely and documented with dated records. In cases where students do not complete a programme in full, they are issued with a transcript that states which modules have been completed and awarded credits.

There are no examinations for the programmes at the Institution, all assessment is through assignments. These assignments are subject to external examination by Middlesex University. External Examination and Academic Boards are formally scheduled across the academic year. These processes include formative assessment, summative assessment, resubmissions and referrals.

The Institution has a good system in place for providing financial support to students. Regulations referring to student fees are published in the AKTO Regulations. Financial support is assessed for each individual student and information regarding fee payments is securely stored through the central administration system. This is a documented process within a policy. The policy includes details of the eligibility criteria for the refund of fees.

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

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 is designed to ensure the safety of the students. | <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 which includes regular classroom observations of teaching staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.8 | The professional development needs of staff are identified through appraisal and other means, and measures taken to support staff to address these and gain additional qualifications, where relevant. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has detailed recruitment policies in place. These are inclusive of robust legal checks, academic references and qualification verification for all teaching staff to ensure the safety of students.

All teaching staff are highly qualified academically and within their subject specialisms. They understand their roles and responsibilities well and frequently provide support to the Institution and students that is beyond the expectations of their role.

Continuous Professional Development (CPD) has a high priority and is regularly monitored by the Academic Manager. This includes reviewing and updating curricula vitae (CVs), educational research, participating in industry updating and professional training records at least annually.

The Institution has a clearly identified area on its internal network to store staff information regarding experience and the verification of qualifications securely. The Director verifies all teachers' experience and qualifications prior to employment contracts being issued.

There are effective procedures for the induction of all staff. This is a standardised system that includes the review and declaration of acceptance by staff of Institution policies. This is then supported by programme specific training. All new staff are mentored by the Academic Manager. All staff are treated fairly and this is supported by the Equality Opportunities policy.

Staff are made aware of the complaints and appeals procedure at induction and through the staff handbook. It is supported by the Complaints and Appeals policy. Staff stated that this is effective and inspection findings confirmed this view.

The Institution has a clearly structured appraisal system in place for all full- and part-time staff. This is inclusive of lesson observations from the Senior Management Team and annual appraisal meetings. The appraisal meetings include any CPD needs and this is strongly supported by the Senior Leadership Team. All appraisal meetings records are up to date.

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

7. Academic management is effective

7.1	There are appropriate procedures for the proposal, design and validation of programmes of study, which take account of the mission of the institution.	<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

The Institution works closely with Middlesex University regarding the proposal of new programmes based on student and market demand. Three new postgraduate programmes have recently been validated to run at AKTO in accordance with the AKTO strategic report covering the period 2014 to 2019.

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

There is a clear meeting structure for academic management. Meetings are formally documented on the academic calendar throughout the year. All meetings are minuted. Undergraduate and postgraduate programmes have a coordinator who is responsible for updating the Academic Manager regarding the outcomes of meetings and action plans.

Resource allocation forms part of the validation process and subsequent programme AMRs. Subject specific resources are monitored by the Academic Manager and can also be requested at any time. Staff and students stated that resources are excellent and inspection findings confirmed this view.

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

Students are encouraged to take an active role in the development of the academic provision through various student feedback activities throughout the academic year. This ensures student centered learning.

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

8.1	Entry requirements for each programme are set at an appropriate level and are clearly stated in the programme descriptions seen by prospective students.	<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 type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The entry requirements are approved by Middlesex University at the time of validation for all undergraduate and postgraduate programmes. This process is inclusive of any initial assessments required for each programme.

Entry requirements for all programmes are clearly stated on the Institution's website, application forms and published prospectuses. This is inclusive of any required language requirements. The information is accurate and up-to-date. A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified at enrolment, prior to commencing a programme. Applications are followed by an interview with subject specialist academic staff. The Programme Leaders are responsible for all admissions and provide advice to applicants on their eligibility, including Accreditation of Prior Learning (APL). APL and Accreditation of Prior Experiential Learning (APEL) is supported by policy. Discussions with Programme Leaders confirmed that any students benefitting from APL and APEL are recruited with integrity and enrolled onto a programme that best meets their needs.

Application enquiries are responded to promptly by the administration team and referred to a subject specialist as needed.

The Institution offers regular opportunities for prospective students to receive information about all programmes. This is evident through open events, social media, exhibitions, promotional materials and the website. There are also opportunities to liaise with existing students and graduates.

The Institution has highly effective recruitment and enrolment systems to ensure students are placed on appropriate levels of programmes. Student achievement and progression are of high priority and this was demonstrated across all levels of staff at the Institution. This reassures potential students of the excellent reputation of AKTO within the creative industries.

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

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|-----|--|---|-----------------------------|-----------------------------|
| 9.1 | The institution encourages academic staff to undertake 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 which 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

The Institution encourages academic staff to undertake research in their subject specialisms and to publish their findings where appropriate. This is not a mandatory requirement. However, most staff are actively engaged in their own research.

The majority of teaching staff are part-time and current industry practitioners. Some also work for other universities in various capacities where research and scholarly activity is integral to their work. This inevitably informs their teaching practice and staff are very proactive with regard to peer observation of each other's lessons and sharing good practice.

There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities and this is documented in the Staff Handbook. This is also discussed at annual appraisal meetings.

The Institution provides sufficient time for staff to meet regularly to share and discuss current research and related subject-based activities throughout the academic year. This is often in collaboration with Middlesex University staff. In addition, there is an excellent programme of guest lectures and educational visits as part of the delivery plans.

Resources to facilitate this on-site are excellent and students and staff regularly attend these events. Staff and students stated that this programme of events is excellent and enriches the overall continuous learning experience at the Institution.

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

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

Programme Handbooks provide comprehensive information regarding assessment and progression opportunities. These are up-to-date, reviewed annually and are accessible to students in hard and soft copy.

Programme Handbooks are standardised and written in collaboration with Middlesex University as part of the validation process. These include full details of the awarding body and how module credits are accumulated and calculated to contribute to the final qualification grade. Programme Handbooks are reviewed every year, prior to student distribution.

Potential students are informed of the full cost of all programmes, including costs of assessments and any required materials at interviews and induction. Any students requiring financial support are assessed by the Institution and individual financial support plans are implemented effectively.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

11. Academic staff are effective in facilitating student learning

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| 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 which 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

The Institution has an ethos to develop students' skills and knowledge to an industry standard and the experience of staff, as current practitioners, have the expertise to facilitate this effectively. In addition, all academic staff are qualified teachers and subject specialists for the programmes they teach and assess.

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

Programme Handbooks clearly state detailed module descriptors and defined intended learning outcomes that are reflective of the level and subject. The handbooks also clearly outline module content and delivery methods that have been carefully designed based on the subject and associated disciplines. Formative assessment methods are appropriate and relevant and supports the final assessments.

Academic staff are highly effective in recognising individual learning needs and preferred learning styles and continuously adapt their delivery approaches and assessment methods to meet these. Delivery approaches include group work and other related collaborative activities across relevant subject disciplines. Independent learning is continuously encouraged as is progress monitoring and self-evaluation. The Institution has excellent facilities to support this, such as large studio spaces, technical studios, practical workshops, computer rooms, lecture rooms and lecture theatres. Inspection findings confirmed there is a consistent productive and creative learning environment.

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

The Programme Handbooks include an assessment schedule that clearly indicates any formative and summative assessments. There is also a clear indication of External Examination periods and Assessment Boards.

Assessments methods are varied and appropriate for each level. Assessments methods are also fully reflective of the subject discipline and provide appropriate challenge. Students confirmed that assignments are current and engaging. Assessment formats are standardised and include all required details such as required evidence for submission, submission dates and assessment criteria. These are also quality assured by Middlesex University.

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

The Institution informs students regarding their Plagiarism Policy at induction. This is inclusive of malpractice and maladministration. Academic referencing is continuously discussed in lessons and appropriately requested in assessments. Students also sign a declaration to authenticate assessment submissions. In addition, the Institution uses specialist software to check written submissions for plagiarism. Inspection findings confirmed this is effective.

There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded. There is clear information provided in the Student Handbook. Any such claims are recorded in Academic Board minutes and minutes of associated faculty meetings.

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

- | | | | |
|------|---|---|-----------------------------|
| 13.1 | Course materials are designed for a specific and clearly stated level of study. | <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

All programme materials are designed according to the level and subject matter. Subject specialists are responsible for writing and creating resources and they make effective use of a range of teaching and learning aids. Teachers are also very proactive in introducing new technologies, where appropriate, to deliver lessons. Delivery plans and session plans demonstrate valid differentiation and how teaching methodologies meet students' needs. All materials are also quality assured by Middlesex University to ensure they are fit for purpose and meet the standards.

Programme materials are standardised using templates and edited dependent on the subject discipline. Resources to support modules are varied and effective. These include written and audio-visual materials and the Virtual Learning Environment (VLE).

Programme materials are reviewed in response to staff and students' feedback and appropriate amendments made. AMRs may also impact on any amendments to programme resources. Evidence of such activity is recorded using internal standardisation documents and meeting minutes.

Students are provided with the resources required for lessons and the Institution is very supportive of students who may need additional resources or to refer to any lessons they may have missed. The VLE could be utilised more

effectively to help support this and also used as a platform for further resources to be shared and accessed outside the classroom.

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

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

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

Comments

Programme Leaders are the first line of communication for students who require pastoral support. Sufficient time is allocated for group and individual pastoral activities. In addition, the Institution Secretariat is the official contact for students who may require specialist pastoral support such as counselling. In these cases, the Secretariat liaises with the Academic Manager and a referral to an external agency will be submitted. Students confirmed they are sufficiently supported by their subject Programme Manager.

The student induction is a comprehensive standardised programme that provides introductory sessions to using the library and Information Communication Technology (ICT) services. The induction also outlines the role of the Programme Manager in terms of pastoral support and the role and contact details of the Secretariat. An emergency contact number is also provided to students and its appropriate use is clearly explained.

The Institution has clear and documented policies in place to avoid discrimination, to deal with any abusive behaviour and to outline the behaviour expected of students whilst studying at the Institution. These are clearly accessible in the Student Handbook and Centre Handbook.

Students have Institution e-mail addresses and they must use these e-mail accounts to contact staff out of class hours. This is an effective system that is used appropriately.

The Health and Safety policy clearly outlines the staff responsible for ensuring the safety of students. There is a separate Preventing Radicalisation statement to inform staff and students how to report concerns regarding

radicalisation and extremism. Although no formal risk assessment has been carried out, there are effective training arrangements in place for new and existing staff. Training is delivered to all staff as part of the induction and then mandatory updates are implemented at the start of each academic year. However, this process is not included in the Staff Handbook under the Staff Development section for clarity.

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

Programme timetables includes access to studio spaces, communal areas and libraries. Where specialist equipment is needed, students can book these facilities together with the necessary technical support. The Institution operates from 9:00 to 21:00 Monday to Thursday and 9:00 to 19:00 on Friday in Athens and 09:00 to 19:00 in Thessalonica. This is supportive should students require access to the building and resources outside of class hours. Students are continuously advised how to manage their time and study productively. Student well-being is a priority and staff promote this throughout the programme delivery.

Students have access to appropriate support and regular review of their academic progress. This is a documented process by means of formative feedback sessions. Summative assessment records are securely stored on the central administration system. Standardised templates are used across programmes. Summative assessment is also monitored and analysed to improve future progress. Programme data is reported in the AMRs and is discussed at Academic Board meetings. These processes support students' progression and ensure they are aware of their short and long term goals.

Students who are not making satisfactory progress are identified during formative assessment to enable an intervention procedure as early as possible. The Academic Manager, Programme Coordinator and relevant Programme Leader then provide advice on alternative progression routes to support such students to achieve individual modules, credits or an overall qualification.

Students have access to appropriate advice and guidance on careers and further study from the Careers Adviser. The Careers Adviser primarily leads careers related activities and facilitates links to employers. However, this is also the responsibility of the Programme Leaders.

Students have access to a fair complaints procedure available in the AKTO Regulations and this is in line with Middlesex University Regulations. The BAC complaints procedure is not stated within this documentation, although students are informed of this at induction. This could be communicated more effectively and formally recorded to aid consistency with other AKTO complaints procedures.

Students with Special Educational Needs and Disabilities (SEND) are supported as soon as the Institution is made aware. Trained staff, dealing with any form of SEND support, are clearly named and contact details are in the Student Handbook.

Requirements arising from SEND, which may affect students' learning or assessment are reported to the administration team. A one-to-one meeting takes place with the Programme Leader to discuss the support needed and a confidential support plan is implemented.

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 is specific to international students, continues 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 |

Met Partially Met Not Met NA

This standard is judged to be:

Comments

The Institution has a small number of international students. General information is provided on the website regarding the two campus locations and surrounding areas. Students can also contact the Institution with any queries prior to or during their application process so specific and detailed information is provided dependent on the nature of the query.

On arrival, students receive an induction regarding the local area and campus where they will study. This is followed by a personal meeting with both an administrator as well as a member of staff from AKTO's Foreign Liaisons Office. The Foreign Liaison staff are experienced with regard to international students' support needs and will have had previous contact with international students. This ensures all personal requirements inclusive of cultural, religious and language needs are effectively considered and supported. This support continues to be made available for the duration of the students' studies.

On completion of a programme, the External Relations Office assists students wishing to continue their studies in the United Kingdom (UK) or other countries. Students also have access to a Careers Adviser who can support students and graduates with employment in the creative industries or other related fields of work.

All the above support is clearly explained in the Programme Handbooks.

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

There is an appropriate, clear and published policy on required student attendance and punctuality. This is clearly stated in the AKTO Regulations and Student Handbooks.

Attendance and punctuality are monitored by the administration team and absences are followed up by telephone, e-mail and post.

Registers, which are taken daily, and attendance records are maintained using the central administration system. Absences are addressed on a daily basis and responses recorded on the central administration system.

Student absences are further monitored on a weekly basis by a designated administration officer. Progress of any continuous absences is also monitored by the Programme Leaders who also support students to resolve issues, support any missed learning or assessments and to encourage their return to full attendance.

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

- | | | | | |
|------|---|------------------------------|-----------------------------|-----------------------------|
| 18.1 | Any residential accommodation is clean, safe and of a standard which is adequate for the needs of students. | <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 |

Met Partially Met Not Met NA

This standard is judged to be:

Comments

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

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|------|---|---|-----------------------------|-----------------------------|
| 19.1 | Students are provided with appropriate information on opportunities for participation in social events and other leisure activities which 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. Yes No NA

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

Comments

The Public Relations department, Senior Leadership Team and Programme Leaders coordinate the provision of information regarding social events, educational visits, excursions and leisure activities. This information is accessible on the website and through a student magazine.

The social programme is responsive to the needs and wishes of students and activities have been chosen with consideration of their affordability. Many events are funded by the Institution or are subsidised.

Any activities organised by the Institution and that are part of any programme delivery or assessment are supervised by a member of academic staff.

All students are encouraged to develop their own social activities and there are many opportunities for students to communicate using off and online sources such as innovation laboratories, forums, Institution group e-mails and Institution led social media.

INSPECTION AREA - PREMISES, FACILITIES AND LEARNING RESOURCES

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

20.1 The institution has secure tenure on its premises. Yes No

20.2 The institution has the legal right to use these premises for the delivery of higher education. Yes No

20.3 Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. Yes No NA

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

Comments

The Institution has secure tenure agreements for its premises from the Greek Department of Education. Contracts and agreements are securely stored in hard copy in the CEO's office.

The lease agreements on its premises permit the Institution to use these premises for the delivery of validated undergraduate and postgraduate programmes.

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

21.1 Access to the premises is appropriately restricted and secured. Yes No

21.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No

21.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories) which are brought to the attention of students, staff and visitors. Yes No NA

21.4 General guidance on health and safety is made available to students, staff and visitors. Yes No

21.5 There is adequate signage inside and outside the premises and general information is displayed effectively. Yes No

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|------|---|---|-----------------------------|
| 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

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

Appropriate private access to the Institution is through the main building reception area on the ground floor. The Institution reception area is on the first floor.

There are specific safety rules in areas of particular hazard, for example, practical workshops, which are brought to the attention of students, staff and visitors.

General guidance on health and safety is provided to staff and students as part of the inductions. Not all visitors are presented with this information, requested to sign in or issued with visitor badges. There is clear guidance on fire, health and safety for visitors displayed on walls and notices throughout the Institution.

The premises are spacious, well-ventilated, effectively maintained and clean. The Institution provides more than adequate circulation space for the number of students and staff accommodated and a suitable area in which to receive visitors.

There are appropriately allocated toilet facilities across the Institution that are clean and maintained daily.

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

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|------|---|---|-----------------------------|-----------------------------|
| 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 which 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. | <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

All teaching studios and other learning areas are appropriate for the number of students enrolled.

All design studios are flexible spaces that accommodate practical and theory based lessons and assessments. Practical workshops are well laid out to allow for the number of students requiring use of the facilities at any one time.

Students and teachers confirmed that learning areas are maintained to a high standard and effective for all course delivery and assessment requirements.

23. There are appropriate additional facilities for students and staff

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|------|---|---|-----------------------------|-----------------------------|
| 23.1 | Students have access to sufficient space and suitable facilities for private individual study and group work. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
|------|---|---|-----------------------------|-----------------------------|

23.2	Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
23.3	Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
23.4	Students and staff have access to secure storage for personal possessions where appropriate.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
23.6	Administrative offices are adequate in size and suitably resourced for the effective administration of the institution.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Staff have access to suitable additional facilities at the Institution, inclusive of separate meeting rooms, communal break areas and private staff rooms. The Institution also has a communal cafeteria for the use of staff and students.

Academic staff have access to sufficient personal space in a designated staff room on each floor, which is used for preparing lessons and assessment purposes. There are additional bookable meeting rooms for consultations with students.

Students and staff can keep personal belongings with them in lockable classrooms and there is access to secure storage in classrooms should this be needed. Staff rooms are all secure and lockable.

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

Administrative offices are of a good size for the allocated number of administrators and associated staff.

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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
24.3	The library has sufficient space for student independent study and group working.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
24.4	There is a well-organised lending policy.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
24.5	The library is adequately staffed with appropriately qualified and experienced staff.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
24.6	Library opening times are sufficient to encourage and support students' independent 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 sufficient learning materials including books, journals and periodicals and online materials. There is an onsite and electronic library available for all students.

Qualified and experienced librarians work in and manage the libraries. Central records of materials are maintained systematically and the materials reflect well the subjects offered and the levels of programmes. Staff and students can suggest additions at any time and there are effective systems in place to ensure any changes are implemented appropriately.

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

There is an appropriate lending procedure that is reflective of the number of students and programmes. Students may lend materials as outlined in the Library Forms.

Library opening times are sufficient and allow for independent learning outside formal programme timetables.

The above systems and processes ensure students are encouraged to learn independently and access a wide range of subject specific materials across all levels of programme.

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 which 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

The computer laboratories at the Institution provide appropriate technological access and sufficient connectivity to enable students to have flexibility in undertaking their studies. Computers are also provided in the libraries and bookable laptops are available for use in lessons.

Students have effective online resources that assist with their learning. However, the online resources could be developed further on the VLE to optimise interaction between the Institution and the student and enhance further access to educational resources. The VLE could be utilised more effectively to help support this.

Specialist design hardware and software are available to all students. The hardware and software are reviewed to identify any renewal or replacement needs annually, at that start of each academic year and prior to commencement of any programmes. All updates and replacements are reported in the AMRs.

The Institution has an Information Technology (IT) department, which provides staff and students with access to a technician on site and any remote technical support that may be required.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution is very proactive in obtaining feedback and this is given a high priority when planning programme delivery and assessment. All feedback is formally collated and documented. The Institution has detailed records to demonstrate the feedback collation and analysis.

Feedback from students is generic based on the Institution and facilities as well as their specific programme. This is collated and analysed by the Programme Leaders and reported to the Academic Manager. This is then used to inform the staff appraisal procedure and programme AMRs to improve programme design, content, delivery and assessment.

Student feedback is generated by a range of processes. These include student representatives' meetings, board of studies meetings and student surveys.

AMRs include analysis reports of all feedback and these are reviewed by Middlesex University. Internally, all feedback data is also transferred to a Statistics Report.

The Institution regularly obtains and records feedback using appropriate methods to ensure they operate a system of continuous improvement that meets the needs of all students and stakeholders.

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

The Quality Assurance Officer leads on internal quality assurance at the Institution. There are clear and up-to-date policies in place that follow Middlesex University's quality assurance systems.

Quality assurance has a high priority across the Institution and this is evident across all departments and levels. The Institution has a detailed and published Strategic Report that clearly outlines aims, objectives and intentions for forthcoming years.

The AMRs provide a year-on-year comprehensive review of the Institution's standards as well as a self-assessment of its performance for each programme. These are focused on the student learning experience, student satisfaction, retention and achievement.

The AMRs also provide detailed analysis of student performance and progression. In addition, Programme Leaders collate and analyse destination data to inform future planning.

External quality assurance is undertaken by Middlesex University and the Greek Department of Education. All programmes are subject to revalidation by the University, involving external examiners.

All AMR action plans are monitored by the Senior Leadership Team and actions are appropriately addressed and signed off.

The Institution has highly effective systems to review its own standards and assess its own performance. All systems and processes are supported by policy and are regularly reviewed to ensure they reflect the ethos of the Institution, remain accurate and are valid. This has a significant and positive impact on staff expectations to ensure the Institution's commitment to the continuous improvement of the students' learning experience.

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. Yes No

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

Comments

The Institution consistently disseminates good practice in staff teaching across all levels of its programmes. Sufficient time is allocated in the academic calendar for staff development and training. Staff are also proactive with peer observation of each other's lessons and sharing knowledge and resources within the specialist areas.

Mid-way and end of programme evaluation reports include action plans to aid ongoing developments and implement improvements.

Action plans from all reports and meetings are monitored and actions are addressed and signed off by the Senior Leadership Team.

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. Yes No 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 Yes No NA

29.3 Tutors have an understanding of the special challenges and demands of online, distance and blended learning. Yes No NA

29.4 Staff ensure students are made aware of the necessary level of digital literacy required to follow the stated programmes. Yes No 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. Yes No NA

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

Comments

The Institution has a small number of distance learning programmes. On completion students are presented with a certificate of attendance and these often allow for progression to validated undergraduate programmes.

All academic staff are trained and have a good understanding of the requirements of the distance learning programmes. The programmes have been carefully designed for each subject and level to allow for progression within the Institution. All staff are aware of the special challenges and demands of distance learning, inclusive of students' needs, teaching and learning approaches and use of digital media and technologies.

All distance learning students receive an induction to make them aware of the necessary level of digital literacy required to follow the distance learning programmes. The induction also supports students regarding how to study and how to use online materials. The materials have been carefully designed 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

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's Strengths

AKTO management at all levels promotes a positive and creative learning environment, resulting in highly engaged and confident students.

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

GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's Strengths

The Institution has a team of highly qualified academic staff who are very committed to facilitating the students' progression and achievement.

Most academic staff are also current art and design practitioners. This is highly beneficial to students and prepares them for a professional career in the creative industries.

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

TEACHING, LEARNING AND ASSESSMENT

Institution's Strengths

Teaching and learning practices are varied and effective and appropriate to the level for each subject and programme.

Assessments are based around current industry practice and students are presented with suitable challenges that encourage independent study.

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

Students who graduate from AKTO are well prepared for the world of work in their chosen field.

Students confirmed that the approach to teaching and learning supports professional skill development to work in the creative industries.

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

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's Strengths

The Institution has impressive premises, facilities and learning resources which consistently promote a creative and professional learning environment.

The Institution has an excellent approach to planning programmes, inclusive of floor and room layouts, resources, and technical support allowing close team working and the development of specialist skills across subject disciplines.

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

The Institution has an excellent collaborative relationship with Middlesex University, which works effectively to ensure that quality assurance across the institutions is standardised but also reflects the ethos of AKTO.

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

ONLINE, DISTANCE AND BLENDED LEARNING

Institution's Strengths

Distance learning programmes have been carefully designed for each subject and level to allow for progression within the Institution.

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

RECOMMENDED AREAS FOR IMPROVEMENT

It is recommended that the Institution reviews how a VLE may fully benefit staff and students.

The Institution should consider how the role of the Careers Advisor can be better utilised for the benefit of students and staff.

It is recommended that the Institution clearly advises students about the BAC complaints procedure.

It is recommended that a formal risk assessment is carried out with regard to protecting participants from the risks associated with radicalisation and extremism and that the staff training arrangements are included in the Staff Handbook.

The Institution should consider reviewing the process of providing visitors with appropriate guidance regarding health and safety procedures whilst in the building.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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