BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Re-accreditation Inspection

NAME OF INSTITUTION: Metropolitan College SA

ADDRESS: 74 Sorou Street

Maroussi

Athens 15125

HEAD OF INSTITUTION: Mr Dimitris Diamantis

DATE OF INSPECTION: 16–18 May 2023

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☐ Award of accreditation withdrawn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: 21 July 2023

PART A – INTRODUCTION

1. Background to the institution

Metropolitan College SA (MC/the Institution) was established in 1982 and is the higher education division and a constituent member of the AKMI Educational Group. MC offers a range of undergraduate and postgraduate programmes under franchise or through validation agreements with universities in the United Kingdom (UK).

MC has campuses in the Maroussi, Athens Downtown, and in Piraeus, Thessaloniki, Crete, Larissa, Rhodes and Patras. British Accreditation Council (BAC) accreditation is solely for the Maroussi campus in Athens.

The mission of the Institution is to provide transformational education intended to instill in its students strong academic skills, initiative and discipline and to build a professional character and create a lifelong intellectual passion for learning among its students. MC's underlying philosophy is that a distinguished academic experience should provide students with a rich, rigorous, multi-faceted and diverse educational environment, endorse lifelong learning, and prepare them to meet the needs of an ever-changing world.

MC is governed by its Board of Directors, which is supported by an Academic Board. The Board of Directors comprises the President, Vice-President and the Managing Director, who also fulfils the Chief Executive role. The quality of MC's academic provision is overseen by the Academic Board. The role of the Academic Board is to offer advice to the President of the Board of Directors on all matters relating to strategy, policy and future academic direction. The Marousi campus has its own Principal, who reports to the Chief Executive. The Principal is supported by a range of staff, including Vice-Principals and Deans of faculties as well as programme leaders and administrators.

A Graduate School was created in 2021 to co-ordinate and enhance postgraduate education. Additionally, the Centre for Instruction, Research and Technology (CIRT) was established in September 2021 to provide a supportive environment to enhance teaching, research and innovation in educational processes.

2. Brief description of the current provision

MC delivers a range of undergraduate, postgraduate and doctoral programmes in Business, Management, Hospitality, Accounting and Finance, Information Technology (IT), Health Sciences, Special Needs Education and Early Childhood Studies, Engineering, Maritime Business, including shipping and port management, Architecture and Law.

The programmes are offered in conjunction with four UK partners. These are the University of East London, Queen Margaret University, Southampton Solent University and Oxford Brookes University. The University of London (UoL) is also a partner and this partnership ends in October 2023. There are teach-out arrangements in place for the course run in collaboration with UoL. The programmes are delivered in person although, since the academic year 2019/20, the Institution has offered online delivery, as required by the Greek Government. Most programmes are taught in the Greek language. Maritime business programmes and the Psychology programme that is accredited by the British Psychological Society (BPS) are taught in English.

Some programmes are recognised by professional bodies, including the BPS, Royal Institute of British Architects (RIBA), Chartered Institute of Logistics and Transport (CILT), Institute of Chartered Shipbrokers (ICS), Institute of Biomedical Sciences (IBMS) and the World Federation of Occupational Therapy (WFOT).

At the time of the inspection, there were 2,438 full-time and 35 part-time students studying at the Maroussi campus. The student population is split equally between male and female students. The vast majority of students are Greek. A minority are international students, originating from Albania, Russia, Canada, North Africa and West Asia. All students are aged 18 or over.

In the academic year, admission takes place in October for students on the undergraduate programmes and it

takes place in both October and February for those on the postgraduate programmes. Students are enrolled at any point in the academic year, prior to the commencement date of the programme of their choice. There are two semesters each academic year. Students enrolled must have satisfactorily completed their secondary education before they are accepted on the programmes. English language proficiency, which is set at an appropriate level of the International English Language Testing System (IELTS), is required for the maritime programmes.

3. Inspection process

The inspection was carried out by a lead inspector, a team inspector and a student inspector onsite over three days. Interviews were held with the Chair of the Academic Board, the Principal of the Institution, Deans of faculties, the Dean of Quality and Academic Standards, Quality Assurance Officers, the Campus Director, the Operations Manager, the Deputy Academic Director, Vice-Principals, the Registrar, the Vice-Principal of Student Relationships Management and various heads of department. Conversations with Programme Leaders, senior administrators, and a representative group of teaching staff and students also took place. Observations of classroom teaching were carried out and various documentation was scrutinized. The Maroussi premises were inspected. The Institution co-operated fully with the inspection.

4. Inspection history

Inspection type	Date
Full Accreditation	21–22 October 2010
Interim	30 April 2012
Re-accreditation	15–16 December 2014
Interim	5 December 2016
Re-accreditation	14–15 January 2019
Interim and Supplementary	6–7 July 2021

PART B – JUDGEMENT AND EVIDENCE

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

INSPECTION AREA – GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1. The institution is effectively and responsibly governed

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

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

Comments

The organisational structure, including the role and extent of authority of the Academic Board and the Board of Directors, is clearly defined and documented, including detailed job descriptions for each post holder. There is a clear definition of how the individual committees of the Institution work together on the Institution's website, in its quality management manual and in the staff handbook.

Details of the working relationships between the Board of Directors and management are clearly articulated. This enables effective communication across internal and external stakeholders. Organisational roles and responsibilities are included in documentation provided to staff and students through their respective handbooks. The provision of a committee structure diagram, within the quality system manual, would aid clarity on committee relationships.

The Academic Board reviews the educational policies, the development and external relations of MC and oversees the academic freedom of staff and the welfare of students. It reports directly to the Board of Directors, which agrees the annual budgets and strategic goals and therefore provides an effective link between governance and management.

A Senior Management Team (SMT), comprising senior executive staff, develops operational strategy in consultation with faculty staff and regularly reviews the performance of MC against key indicators. The performance review process is informed by programme review documentation that includes input from student representatives. This is carried out in consultation with major external stakeholders mainly comprising the partner universities. The process enables any corrective action to be taken swiftly.

An Executive Committee, the members of which come from the SMT, assesses and addresses risk and reviews action plans following the regular update of risk assessments. It provides reports as necessary to the governing body. This

provides assurance to the Board of Directors, the Academic Board and the SMT that risk factors are being effectively reviewed and managed.

The relationships with partner universities are formalised through detailed memoranda and validation agreements. Close working relationships exist between MC and its university partners, which provides for a high degree of collegiality across all levels of the institutions.

Clear channels of communication exist between all levels of the Institution and its partners, enabling MC to function effectively in working towards meeting the strategic goals presented by the Board of Directors. This encourages strong communication links between the partner universities and MC.

2. The institution has a clear and achievable strategy

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

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

MC's strategic plan is set out within its quality management manual and is currently being revised and updated. It addresses MC's core mission of delivering high-quality teaching and learning. To do this effectively, MC ensures that the Board of Directors approves sufficient funds for implementation of action plans that address the need to ensure the ongoing provision of a high-quality student experience.

The strategy of MC is to ensure that it meets the requirements of its partner universities by delivering high-quality education to students. All stakeholders have a vested interest in ensuring that MC is effective in meeting its strategic goals and recognise what directional changes need to be implemented in the dynamic world of franchised and validated higher education. Internal and external stakeholders are consulted on the development of the strategic plan. Performance in meeting the targets is regularly reviewed by the Academic Board and SMT.

MC has provided some healthcare facilities to the local community for many years, and this is a point of good practice that helps to train students, as well as fostering good local relationships. This forms part of the overall strategic aim of the Institution.

While MC meets the requirements of its partner universities in its library provision and responds effectively to requests for new material, it has not yet included a long-term plan for the development of its library within its overall strategy.

MC maintains close relationships with its strategic partner universities, and this ensures that suitable attention is paid to maintaining good, reliable information flows, ensuring effective communication with stakeholders. MC's senior management maintains a regular and systematic review of the Institution's performance against strategic targets.

3. Financial management is open, honest and effective

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

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

Comments

In carrying out its activities, MC must comply with the financial accounting, control and reporting requirements of the Greek Government and its agencies. It therefore carries out its financial activities transparently and with due probity.

MC's finances are subject to regular independent external audit.

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 roles of the senior managers, academic leaders, and academic and administrative staff are clearly set out and understood by all stakeholder groups. Reporting lines and areas of responsibility are clearly defined at organisational, faculty, departmental and programme level. This supports the efficient operation of the Institution.

The committee structure is appropriate, with clearly defined reporting lines enabling effective decision-making and excellent communication both within MC and with its external stakeholders.

The committees have clear terms of reference and meet on a regular, scheduled basis. Meetings and action plans are accurately recorded. However, not all programme committee meetings follow good practice in recording action points and plans with clear deadlines and staff responsible for their completion. Minutes of Academic Board meetings are provided to the partner universities as part of the monitoring process.

The marketing department has overall responsibility for advertising, promotional literature and the provision of internal and external information. The Deans have responsibility for ensuring the accuracy of information on programme content. As a result, the promotional literature is accurate and includes extensive and useful photographic evidence. As a result, it provides prospective students with reliable information about the programmes and facilities offered by MC.

5. The institution is administered effectively

5.1	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	☒ Yes ☐ No
5.2	The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.	☒ Yes ☐ No
5.3	Administrative policies, procedures and systems are well documented and disseminated effectively across the institution.	☒ Yes ☐ No
5.4	Classes are timetabled and rooms allocated appropriately for the courses offered.	☒ Yes ☐ No
5.5	Data collection and collation systems are well documented, accurate and effectively disseminated.	☒ Yes ☐ No

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

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

Comments

The administrative structure is of an appropriate size to enable the effective day-to-day running of the Institution. As MC grows, the administration function is kept under review and decisions are made on structural changes and additional staff recruitment. New administrative staff receive a comprehensive induction and a staff handbook to guide their actions. The administrative function is appropriately focused on supporting management and this is well understood by the administrative staff. The administrative policies and procedures are comprehensive and made available across the Institution.

Timetabling and room allocation are responsive to the needs of particular student groups and the requirements of academic staff, providing appropriate facilities to enable effective learning to take place.

Data collection and collation are accurate, efficient and conducted in accordance with legal and regulatory requirements. MC meets its regulatory responsibility to ensure that its record-keeping relating to students and staff is efficient and easily accessible by authorised individuals.

There is an effective security system in place for the storage of records to protect data. This includes appropriate verification of the entitlement of the students receiving awards. Students' identification is verified at the time of enrolment. A personalised student card is provided for students to prove their identity when accessing MC's facilities throughout the period of their studies.

Administrative staff are well informed regarding the security requirements of MC's partner universities for assessment management, and these are applied rigorously.

Internal and external moderation of assessments and marking are in accordance with the procedures of MC's partner universities. Similarly, student records and transcripts are made available to students in a timely manner in compliance with MC's partner universities' processes.

The policy on student fees and refunds is appropriate and provided to students as an appendix to the application and registration form.

Overall, the administrative processes and systems in operation are robust and effective in providing appropriate information for decision-making by management and are fit for both MC's and its partners' purposes.

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

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

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

Comments

There are rigorous staff recruitment procedures in place in order to ensure the employment of well-qualified and experienced staff. Staff are appropriately qualified and experienced for their roles and are appointed to specific programme areas or departments. Their roles are clearly defined and communicated, which enables the Institution to review staff performance effectively.

There are clear and appropriate job specifications explicitly set out in the MC management manual and the faculty handbook. All staff, existing and new, are required to attend induction seminars before the start of each academic semester. This provides details of MC's facilities, administration, support services, policies, regulations and timetabling. The attendance of existing staff provides strong collegiate support for new staff. The faculty handbook is updated annually and is provided to all staff.

There is a comprehensive policy on equality and diversity, and MC strives to ensure that there is no discrimination within the Institution. The complaints and appeals processes are contained in the faculty handbook and are explained by a staff member's line manager on appointment.

Peer-to-peer classroom observation takes place for academic staff on a regular basis, the outcomes of which feed into the annual performance development appraisal process, which is common to all staff. This process incorporates individual self-evaluation and informs the personal development plan.

Staff who demonstrate outstanding work and commitment to MC's mission are provided with the opportunity to complete the Postgraduate Certificate in Professional and Higher Education and the Continuing Professional Development (CPD) route to Higher Education Academy Fellowship.

The impact of these processes and procedures ensures that staff are treated fairly and that they are clear about their role and the expectations placed on them by MC. This in turn encourages staff to be committed to the delivery of high-quality education.

7.   Academic management is effective

7.1	There are appropriate procedures for the proposal, design and validation of programmes of study that take account of the mission of the institution.	☒ Yes ☐ No
7.2	Intended learning outcomes for all programmes are clearly articulated, understood by students and are publicly available.	☒ Yes ☐ No
7.3	There are regularly scheduled and recorded meetings of academic staff where academic programmes are reviewed.	☒ Yes ☐ No

7.4	There is an appropriate policy and effective procedures for the acquisition of academic resources to support programmes.	☒ Yes ☐ No
7.5	Commissioning of course materials is managed effectively and materials and the budget are checked to ensure standardisation and consistency across the provision.	☒ Yes ☐ No
7.6	Students are encouraged to take an active role in the development of the academic provision to ensure student-centred learning.	☒ Yes ☐ No ☐ NA

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

Comments

Academic management is effective. The SMT assesses the business case for a new programme and how it contributes to the strategic plan of the Institution. This takes into account expected market demand and the programme's unique selling point. Proposed new programmes are subject to validation or franchise scrutiny by the partner universities, which carry out stringent due diligence. All programme proposals offered by MC are subject to ratification by the Greek Ministry of Education.

The quality assurance department reviews all intended learning outcomes of programmes to ensure that these are appropriate in meeting the requirements of the award. The learning outcomes are made available in programme handbooks, and students have the opportunity to seek clarification on them if necessary.

Programme Leaders chair regular team meetings at which modules and programme content are reviewed. The meetings are recorded, with action plans developed as appropriate. The Department Head and Deputy Academic Director monitor the outcomes of meetings to ensure that actions are completed.

The partner universities approve the resource requirements prior to the delivery of programmes. Updated resource requests are submitted by programme teams at the end of each academic year and considered by the College Principal. All MC staff and students have access to the partner universities' online academic resources. This ensures consistency of access to materials for all students studying a particular programme, whether at MC or at a partner university.

Course materials are commissioned by faculties in accordance with programme requirements and the available budget, as agreed by the College Principal. Standardisation and consistency across programmes are overseen by the Deans of faculties, in consultation with the quality assurance department. This system ensures that materials are suitable for the operation of the programmes offered and meet the requirements set out by partner universities.

Students provide feedback on programmes through formal questionnaires each semester. In addition, programme committees provide a formal structure for students to offer their views about the management of programmes and their content, delivery and assessment. Students are elected to represent their peers on programme committees. They meet with Programme Leaders and other academic staff each semester and play an effective role in programme development.

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

8.1	Entry requirements for each programme are set at an appropriate level and are clearly stated in the programme descriptions seen by prospective students.	☒ Yes ☐ No
8.2	Students are informed as to the necessary language requirements for entry on to programmes.	☒ Yes ☐ No
8.3	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	☒ Yes ☐ No
8.4	All students' application enquiries are responded to promptly and appropriately	☒ Yes ☐ No

8.5	Prospective students are properly briefed on the nature and requirements of the programme(s) in which they are interested and provided with advice on choosing their programme.	☒ Yes ☐ No
8.6	Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the programmes on which they are enrolling.	☒ Yes ☐ No
8.7	The institution makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course.	☒ Yes ☐ No
8.8	The institution has a clear policy on the accreditation of prior learning and prior experiential learning, which is brought to the attention of prospective students.	☒ Yes ☐ No ☐ NA
8.9	Any recruitment agents are properly selected, briefed, monitored and evaluated.	☒ Yes ☐ No ☐ NA

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

Comments

Entry requirements for programmes are set out in programme specifications, descriptions and course brochures that are available online and in printed form. These are at an appropriate level, as approved by the partner universities, and include language requirements where necessary. The admissions team and academic departments are responsible for student recruitment and the formal application process. Claims of qualifications and language capability are verified. Student applications and enquiries are responded to quickly, normally within 24 hours of receipt.

Prospective students receive suitable advice and guidance, through the website and from administrative staff, on the content and requirements of the programmes and on their suitability. Inspection findings confirm that the information available to students before admission is appropriate to their needs. The partner university's admissions criteria are applied by MC and cover language capability.

The expectations of what is required from students when joining a programme are clearly communicated through the website, in interviews, at the enrolment stage and at induction prior to the commencement of teaching. Students are required to ensure that they possess the skills and knowledge to meet these demands.

The requirements for Accreditation of Prior Learning (APL) or Accreditation of Prior Experiential Learning (APEL) are set out in the programme specifications. The partner universities approve all applicants with non-standard qualifications or who seek advanced entry.

MC's recruitment agents are carefully selected, briefed and monitored on their performance. They follow a detailed induction focusing on the requirements of academic programmes, student selection and admissions criteria.

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

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

Comments

MC's staff are active in research both nationally and internationally. They attend conferences and contribute to scientific journals by presenting their research outcomes. MC's Research Ethics Committee has an approval and training role to ensure that any research undertaken meets the highest ethical standards.

The aims of the research activity at MC are to provide an active contribution of knowledge and innovation for the benefit of Greek society, to develop critical thinking, to encourage a research focus for students, and to connect academics with the business community.

Academic staff are supported and encouraged to undertake research through MC's Centre for Instruction, Research and Technology (CIRT), which offers research, data and statistical analysis assistance to academic staff and graduate students. This includes one-to-one consultations on planning research projects.

The CIRT and the AKMI Educational Group provide assistance to academic staff in applying for grants and seeking funds to develop projects or initiate research. The CIRT also focuses on postgraduate research and interdisciplinary collaboration across MC. Grant recipients are encouraged to publish their research findings with a view to seeking additional funding to expand their research.

Seminars, conferences and guest lectures and speakers are organised by staff at MC on a regular basis and provide a forum for research to be presented and findings discussed.

The impact of this research activity is that it clearly informs teaching and ensures the currency of material. It encourages students to develop their independent learning skills and to pursue their own research interests.

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

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

Comments

Texts and images about MC provide an accurate description of the Institution's premises, facilities and resources and include links to partner universities to ensure that prospective students are clear as to which institution is making the awards.

Programme information, including on progression and assessment, is accurate, accessible and maintained up to date. Any updated information is circulated to staff by the quality assurance department and to students via the Virtual Learning Environment (VLE) platform.

Throughout their academic journey at MC, students are reassured by being able to access clear and transparent information regarding the status and level of the qualification they are studying and the awarding institution.

Fees and costs appertaining to the programmes are made available to prospective students at admission and included in the financial annex of the application and registration form. The information provides details of the full cost of programmes, assessments and materials they will be required to purchase to complete their studies.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

11.   Academic staff are effective in facilitating student learning

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

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

Comments

Academic staff are effective in facilitating student learning. Lecturers have an appropriate level of qualification, mostly awarded by institutions in the UK. Some hold postgraduate qualifications or doctorates. Evidence of classroom observations undertaken during the inspection demonstrate that lecturing staff are appropriately qualified and have sufficient subject knowledge and pedagogic skills to deliver appropriate and stimulating teaching. Evidence from students interviewed confirmed this.

The appointment of lecturers follows a rigorous process. New staff receive an appropriate induction and are supported by ongoing staff development, which ensures consistency in teaching. The outcomes of ongoing classroom observation and feedback from students enable the senior staff to evaluate the quality of teaching and corrective action is taken where appropriate. In addition, the overall consistency and quality of delivery are monitored annually by the partner universities.

All programmes offered have been validated by, or franchised from, the partner universities and are designed to enable students to succeed. Students can access all relevant information relating to programmes, including module descriptors, lesson plans, learning outcomes and assessment requirements. This enables students to have a clear understanding of the module content and how it fits into the overall programme of study. Additionally, the partner university provides support and advice, particularly for newly offered provision. An annual review of provision, the Annual Monitoring Review (AMR), ensures that effective teaching is reviewed and supported.

Teaching material is developed by the module team, which may be split across several MC campuses. This is reviewed by the Programme Leader to ensure it meets the module learning outcomes. Lecturers use a variety of teaching methods, including lectures, tutorials, practical activities, case studies, portfolio compilations, presentations and break-out sessions. Lecturers apply various pedagogic methods to address individual styles of learning where possible, and a mix of approaches is commonly used to enable students to gain exposure to, and to benefit from, different learning experiences. This is clearly apparent in the use of practical activities for which students are required to develop independent learning skills in order to satisfy the demands of the task set.

Students are expected to take responsibility for their own academic development. This includes directed tasks and additional private study around a topic. This encourages a culture of CPD to be developed. Autonomous learning is clearly embedded within module learning outcomes and programme specifications.

Students and staff have access to the partner universities' online resources as well as MC's own VLE. There are extensive specialist learning resources available for technical programmes, such as those in Architecture, Engineering, Nursing and Health-Allied programmes. Appropriate policies and procedures allow for the acquisition of additional materials to support teaching. Staff confirmed that these policies and procedures work well and allow them to obtain the resources they need for their teaching and the provision of suitable resources for students.

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.	☒ Yes ☐ No
12.2	Assessment strategies are relevant to the content and nature of the courses and focused on measuring students' achievement of the intended learning outcomes.	☒ Yes ☐ No
12.3	Assessment tasks are clearly written, indicating what students need to do to meet stipulated levels of achievement.	☒ Yes ☐ No
12.4	Students receive detailed and supportive verbal and written feedback on their assessments and overall performance and progress, which are effectively monitored.	☒ Yes ☐ No
12.5	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	☒ Yes ☐ No
12.6	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	☒ Yes ☐ No

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

Comments

Students receive a schedule of work during the first week of teaching that shows assessment dates, submission deadlines, revision periods and when formative assessments will be administered. Details of the assessment components for each module are available in the programme specification.

Assessment processes are rigorous and effective in ensuring that they accurately measure achievement in meeting the stated learning outcomes. All assessments follow a robust internal and external moderation process and are approved by the partner universities.

Assessments are set by MC, are subject to both internal and external moderation, and are approved by the partner universities prior to use with students. These mechanisms are robust and ensure all assessments are appropriate. Assessment briefs are clearly articulated and link to learning outcomes. Marking criteria are appropriate for the level of study and enable students to understand what they need to accomplish to meet the learning outcomes.

The formative assessment process provides insight into teaching and learning and assists academic staff in making decisions about future instruction and student progress. Feedback on summative assessments is provided in a timely manner, normally within 20 working days. The feedback is clear and always relates to the learning outcomes and the assessment criteria. It is constructive and motivating. Informal feedback is given orally, but formal feedback must be provided in writing. Students are encouraged to consider the recommendations made and might be referred for further advice and guidance, as appropriate.

The student and programme handbooks contain detailed information regarding cheating and plagiarism, including the penalties that may be applied. Academic conduct processes are in accordance with those provided by the partner universities and clearly communicated to students and staff. The Academic Learning Centre delivers workshops on referencing, correct paraphrasing and spotting and correcting plagiarism. Proprietary software is available for staff and students to use to check for plagiarism.

There are clear policies and procedures for students to claim mitigating circumstances and grounds for appeal against marks and grades awarded. These are in accordance with those in use by the partner universities and are included within the programme handbooks.

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

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

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

Comments

Course materials have gone through a rigorous process to ensure that they align with meeting the intended learning outcomes at programme and module level. They are comprehensive and presented in such a way as to complement the teaching and assessment methods employed. All course materials are available through the VLE platform.

Module material is accurate and kept up to date. Programme committee meetings provide an opportunity for review and revision of materials through minor modifications to modules, which are presented annually to the Academic Board for approval. The revalidation of programmes every four or five years enables a comprehensive, root-and-branch review of all module and programme content. This refreshes the programmes and ensures that they continue to meet market demand effectively.

Lecturers have the ability to use whatever available resources they feel are appropriate to deliver their teaching effectively. MC academic staff can access a variety of resources from within the Institution or from partner universities, and there is an effective culture of ideas being shared to enhance teaching delivery.

The Institution is well equipped with high-quality facilities, including workshops, laboratories and IT equipment. These are used to support and enhance teaching. The well-designed and comprehensive student portal provides staff and students with access to additional teaching materials and other learning resources, including those available within the library at MC and on the partner universities' online platform.

INSPECTION AREA – STUDENT SUPPORT, GUIDANCE AND PROGRESSION

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

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

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

Comments

Students receive pastoral support appropriate to their age, background and circumstances. The Vice-Principal is responsible for student relationship management, which encompasses student welfare. Inspection findings are that the student welfare provision is effective, providing strong support for students to address their practical and emotional issues. Each student is assigned a Personal Academic Tutor (PAT) within four weeks of enrolment.

MC operates an open-door policy under which students are encouraged to discuss issues with staff members. Where appropriate, students may be referred to other support services, such as counselling, provided by qualified staff. Administrative enquiries are handled by the faculty registry staff. This provision and open-door culture ensure that students are able to access effective advice and counselling when interviews are available. Students confirmed the existence and value of the counselling service, but indicated that, at times, there is insufficient capacity for it to meet their full needs in a timely manner. MC staff are aware of this and are working towards resolving the matter.

Students are provided with a comprehensive induction following admission that provides guidance on their programme of study and the available facilities, including the library and IT provision. During induction, students receive their handbook, which gives detailed information regarding MC's policies and procedures and the services offered.

Clear guidance is provided on pastoral support and out-of-hours contact details in the student handbook, on MC's student portal and on the VLE. Students are also made aware of this at induction.

MC's policy on the avoidance of discrimination and procedures for addressing abusive behavior is contained in the student handbook and is covered at induction. It is further reiterated as necessary during the whole-student journey.

Staff are available to students to address general or technical issues. All staff have their office hours posted on their room doors and they can always be contacted by email. MC expects staff to follow up queries from students promptly. Students confirmed these arrangements are effective in dealing with their queries.

All students are over 18 years of age.

Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism. A clear and well-articulated behaviour policy is in place that applies to both students and staff, focusing on contemporary Greek legal, social and educational needs and priorities. The terms of this policy are effective in dealing with any behavioural concerns that may arise relating to the area of radicalisation and extremism.

A comprehensive risk assessment has been produced in respect of radicalisation and extremism. A designated safeguarding leader has been appointed and has received appropriate awareness training, which has also been disseminated to all staff, with instructions to report any concerns to their line manager.

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15.   Students receive appropriate academic support and guidance

15.1	Students have appropriate access to teaching staff outside teaching and learning sessions.	☒ Yes ☐ No
15.2	Students have access to appropriate support to enable the regular review of their academic progress.	☒ Yes ☐ No
15.3	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention is made, where appropriate.	☒ Yes ☐ No
15.4	Academic support, advice and guidance on alternative programmes are provided to students who are judged not to be making sufficient progress and/or who wish to change their pattern of study.	☒ Yes ☐ No
15.5	Students have access to appropriate advice and guidance on careers and further study and any professional body exemptions that may be available.	☒ Yes ☐ No

15.6	The institution has a fair complaints procedure that includes an external adjudicator, for example, the Office of the Independent Adjudicator (OIA) in the UK, and students are informed of how to submit a complaint.	☒ Yes ☐ No
15.7	Students are advised of BAC's complaints procedure.	☒ Yes ☐ No
15.8	Instructions and suggestions on how to study are made available to assist students to learn effectively and efficiently.	☒ Yes ☐ No
15.9	Students with special educational needs and/or disabilities (SEND) are identified so that appropriate support can be provided.	☒ Yes ☐ No

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

Comments

Students have access to staff outside the designated teaching and learning sessions.

The first person to advise students on their academic progress is their PAT. Students can also access support from the Academic Learning Centre, which offers specific help and guidance on academic writing and study skills, research procedures, examination preparation, avoidance of plagiarism, and handling paraphrasing and citations. This helps students to produce effective work, thereby helping them to achieve their academic goals.

Individual student progress is monitored by Programme Leaders who, along with students' PATs, are in close contact with lecturing staff to quickly identify students who need extra academic support and guidance. Formative assessment outcomes for students whose performance is not satisfactory will trigger a staff response. If the support provided does not result in improved performance, students are able to obtain advice and guidance on changing their programmes or, as a last resort, leaving the Institution to further their career in a different direction.

MC has a dedicated Employability and Career Centre that has strong links with employers who can help graduates achieve rapid integration into the professions. The centre helps students make realistic decisions about their next steps in employment or training. Many national and multinational companies recruit graduates from MC each year, indicating the reputation the Institution has gained for the quality of its graduates and the applicability of their education to professional work requirements.

Complaints are handled, in the first instance, under a fair and systematic process at programme level, with advice that the student may raise the matter with senior MC management, or, if they remain dissatisfied, with the partner university. The complaints policy does not include a formalised process for the escalation of complaints at a local level before referring to the partner university. If the complaint is more serious and requires mediation, then it is automatically escalated to the relevant partner university in accordance with the latter's procedures.

The student handbook provides a specific reference and link to BAC's complaints procedure.

Online guidance on effective learning techniques is available on the VLE, in addition to the services provided by the Academic Learning Centre. Lecturers and PATs are also willing to provide guidance on request by students.

Prospective students are asked to provide details of any special educational needs so that appropriate support is put in place if possible. Every effort is made to provide educational and physical support to such students.

16.   International students are provided with specific advice and assistance

16.1	Before their arrival, international students receive appropriate advice on travelling to and living in their chosen country of study.	☒ Yes ☐ No ☐ NA
16.2	On arrival, international students receive an appropriate induction on issues specific to the local area.	☒ Yes ☐ No ☐ NA
16.3	Information and advice, which are specific to international students, continue to be available throughout their time at the institution.	☒ Yes ☐ No ☐ NA
16.4	Provision of support takes into account cultural and religious considerations.	☒ Yes ☐ No ☐ NA

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

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

Comments

Appropriate information on travel and living in Greece is provided to all international students on admission. Such information includes regional travel, accommodation options, banking, shopping and local amenities.

The International Programmes Office provides a week-long orientation event for all international students, and this forms a key part of their introduction to MC and Greece, thereby enhancing their confidence in living in a foreign country. The students receive important information regarding Greek culture and other practical advice on living in a suburb of Athens.

International students are able to obtain advice and information continuously through their educational journey with MC, mainly from the International Programmes Office.

MC does not discriminate against any person, and full account is taken of students' cultural and religious backgrounds, with appropriate facilities being made available where possible, including access to places of worship. Athens has become an international student hub, and so international students have access to speakers of their own language easily.

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

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

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

Comments

The policy on attendance and punctuality is contained in the student and programme handbooks, made clear at induction and reiterated throughout the period of study at MC.

Attendance and punctuality are taken very seriously by MC. Students are made aware of the causal link between high attendance and academic success. MC's priority is to identify students who are at risk following weak attendance so that support and pastoral guidance can be provided. This connects with MC's approach of instilling students with responsibility for their own learning.

The PAT and Programme Leaders are made aware of students with poor attendance and they make arrangements to hold personal meetings with them. No student is permitted to enter a class beyond ten minutes after its start, and any student who does so will be recorded as being absent in the register.

Attendance and punctuality are monitored carefully in accordance with partner university requirements. Class registers are taken and entered into the Registry's database. Programme Leaders receive weekly reports on attendance from Registry and take an escalating series of appropriate actions against persistent absentees, culminating in a personal meeting.

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

18.1	Any residential accommodation is clean, safe and of a standard that is adequate for the needs of students.	☐ Yes ☐ No ☐ NA

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

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

Comments

Residential accommodation is not offered by MC, but international students are provided with advice on alternatives.

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

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

Comments

The induction programme provides extensive details on social events, student clubs and local leisure facilities and amenities. MC has access to a sports complex with a large indoor swimming pool and a fully equipped gymnasium offering group exercise programmes.

Extracurricular activities, for example visits to local companies or community events, are free and supervised by responsible staff members. Other social activities tend to be provided by local student organisations.

Online forums are available for student interaction and participation in extramural activities. Many of these are organised by the students themselves. Information about such facilities is made clear at staff–student consultative meetings or programme committees.

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 Maroussi premises are on a long-term lease that expires at the end of December 2034.

MC operates under Greek law and was granted an operating licence by the Ministry of Education dated 15 July 2013, which was updated on 2 June 2022.

The Institution does not have any need for additional external premises.

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

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

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

Comments

Access to the premises is appropriately secured. A security officer has the authority to ask staff and students to show their identity cards. The premises are clean, well decorated and furnished.

Local statutory requirements on fire, health, safety and planning are met. Specific safety rules in areas of hazard are observed and made available to staff, students and visitors.General guidance on health and safety is made available to students, staff and visitors.

Signage inside and outside the building is clear and effectively displayed.

Circulation space is sufficient for students and staff to move around the building comfortably. The campus is accessible for wheelchair users, with suitable lifts available for use by all students and staff.

Appropriate toilet and hand-washing facilities are available on every floor and are regularly cleaned.

Teaching accommodation is well lit and is air conditioned and there is suitable heating and ventilation throughout the premises.

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

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

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

Comments

All teaching accommodation is spacious, with adequate room to accommodate the classes allocated there. Classrooms are appropriately furnished and equipped with state-of-the-art technology where appropriate. Specialist learning facilities have been provided, with appropriate equipment to facilitate the effective delivery of teaching and allowing student use under proper supervision. Such facilities are approved by the partner universities. All classrooms and laboratories enable assessments to be conducted effectively.

23.   There are appropriate additional facilities for students and staff

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

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

Comments

There is a designated quiet area within the library that provides accommodation for 25 students to conduct their own private study. Students can also book an available classroom or computer laboratory space for meetings or for group-study purposes. Combined with the library facilities, the availability of classrooms and computer laboratory space is sufficient to meet the students' needs. Appropriate space is provided for academic staff to work comfortably or hold meetings. In addition, there is a dedicated meeting room that seats up to 15 people and that is fully equipped with IT and audio- and teleconferencing facilities. This can be used for management and staff meetings. There is ample space inside the building and in the grounds for staff and students to relax and socialise, including cafeteria facilities that offer a wide range of food and beverages. Students have access to lockers to store personal possessions. Individual offices are suitably equipped and of an appropriate size for the administration of the Institution to be conducted effectively.

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

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

24.6	Library opening times are sufficient to encourage and support students' independent learning.	☒ Yes ☐ No ☐ NA

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

Comments

The library is well stocked with texts, periodicals and online resources to meet staff and student needs and to support programmes effectively. Staff and students can also access the online resources of the partner universities through dedicated terminals.

Students have both on-site and off-site access to online study resources. In addition to the library, the Academic Learning Centre provides learning support to students. This is a valuable addition to the student support systems in providing personalised academic assistance.

An annual review cycle is used to maintain the currency of existing stock and to add additional resources to meet demand and the introduction of new programmes. Students indicated they like to have the ability to refer to hard-copy books as well as online sources. The annual review process is effective in ensuring library resources are kept up to date.

The quiet zone within the library provides accommodation for 25 students to conduct their own private study. Group working is accommodated outside the library in classroom or computer laboratories.

A clear lending policy is in operation and details are included in the staff and student handbooks. The policy outlines the number of books that may be borrowed and the duration of loans.

The library is adequately staffed with appropriately qualified and experienced staff. Staff are well qualified to assist students with queries and to provide guidance on accessing materials.

The library opening hours, both during the working week and at weekends during the academic year, are effective in meeting the students' needs. In the non-academic periods, the opening hours vary and are posted in the library, on noticeboards and on the VLE. The length of time the library is available is sufficient to allow students to undertake their studies effectively.

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

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

Comments

There are extensive IT facilities available for student use. Each of the computer laboratories is equipped with up-to-date hardware and software and a high-speed internet connection. There is sufficient capacity for students to work on their own terminals, when the module requires individual practice, and group working can also be facilitated.

There are specialised laboratories, satellite television and multimedia teaching facilities available. Wireless connectivity is extensive and effective in supporting students' use of their own IT devices on campus.

There are plenty of online resources available via the VLE and the MC intranet portal to facilitate learning and interaction between students and staff as appropriate.

The software and modern VLE provide excellent support to students in accessing information to progress their studies effectively. IT induction is available to staff and students, and ongoing IT training takes place throughout the academic year as required. Software requirements for modules are provided under guidance from the partner university with localisation as necessary. Programme software requirements are reviewed as part of the AMR. All software available to students is up to date and suitable.

Hardware is systematically updated in accordance with a plan for the renewal of workstations, and all software licensing is kept up to date.

MC has dedicated IT specialists who are available to address issues as they arise and maintain the equipment in good order during working hours. There is no facility for staff to be alerted to out-of-hours disruption to IT services, which could mean that the IT function is disabled or adversely affected the following working day.

There is effective provision for students' access to online and offline resources. MC provides access through its VLE and its intranet portal, which are reviewed and updated regularly. There is a whole range of information and services available to students and staff through the IT resources.

The IT provision is exemplary and enables students to progress their studies in an efficient and highly effective manner to meet the demands of their programmes and achieve their target qualifications.

INSPECTION AREA – QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

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

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

Comments

Stakeholders' views are sought on a regular basis. In addition to obtaining feedback from students, MC seeks the views of its staff, sector professionals and in particular its partner universities, especially when considering changes to programme content or delivery. The revalidation processes are also an important method of obtaining stakeholder feedback. All feedback received is carefully analysed and evaluated, and appropriate action is taken.

MC applies both formal and informal methods of obtaining feedback from students, which it then considers carefully and takes action as necessary. Students complete the module evaluation questionnaires of the partner universities each semester. In addition, there is an MC-wide student satisfaction questionnaire that concentrates on teaching and learning facilities and the overall student experience at the Institution.

The questionnaire results are collated, analysed and presented by the quality assurance department. The results are then discussed with Programme Leaders and Deans, and recommendations are produced that feed into staff development where appropriate. The main findings are reported to the SMT.

The annual programme monitoring report, which takes account of student feedback, is completed by Programme Leaders. These are discussed at programme committee meetings that are also attended by student representatives. The programme committees provide a forum for students to present their views on all aspects of content and delivery.

Elected student representatives meet with Programme Leaders and other academic staff at least once in each semester. Training is offered to new student representatives. The Academic Board has a wide and varied membership drawn from a range of stakeholders and provides a suitable mechanism for ensuring stakeholders are aware of actions taken.

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

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

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

Comments

The quality management policies and procedures are clearly set out in the quality management manual and the staff handbook. They are also available on the MC intranet portal, and reference is made to them in the student handbook.

Quality assurance policies are approved by the Academic Board and the Board of Directors. The quality management system is reviewed as part of the strategic planning process. Its main purpose is to meet the requirements of the partner universities, thereby ensuring the quality of the learning experience for students.

The quality assurance department aims to ensure that the concept of improvement in all aspects of delivery of programmes is instilled throughout the Institution. This is through evaluating all aspects of provision and encouraging a sense of ownership among its staff for the work they carry out.

MC uses both formal and informal methods of quality assurance evaluation. It aims to provide a continuous process of quality assurance, focusing on development and improvement plans that emerge from annual and periodic reviews. MC reviews its standards in accordance with those of its partner universities and relates these to external referencing points, such as the Quality Framework for Higher Education, subject benchmarks, and public and statutory regulatory bodies where relevant.

MC implements the annual monitoring requirements of its partner universities. This includes student performance and data on their levels of satisfaction. The quality assurance department monitors the subsequent implementation of action plans and disseminates good practice. The action plans are approved by the SMT and the Academic Board. The quality assurance outcomes are submitted to the partner universities and to External Examiners. As part of this review, Programme Leaders produce a comprehensive annual report that includes analysis of year-on-year results, student satisfaction feedback, progression and completion rates, and destination statistics. This is in accordance with the requirements of the partner universities.

The quality of the student learning experience is addressed rigorously through action taken in response to feedback throughout the student journey. Delivery of programmes incorporates a student-centred approach to learning that emphasises self-motivation and development.

Performance against key indicators is reviewed on a semester basis by senior management, and action is taken as necessary to meet targets. Key performance indicator information is obtained from various sources, including annual programme reviews, programme committee meetings and admissions data, and takes into account student outcomes on a year-on-year basis. Any significant variations are investigated.

Institutional annual reviews take an overall view of the performance of MC in comparison with previous years. This includes year-on-year data, levels of student satisfaction, retention and completion statistics, staff performance measures, including research output, and investment in resources in order to enhance the student experience.

Review and revalidation of programmes take place normally every four or five years, unless information comes to light providing a reason to advance the process. External Examiners, appointed by the partner universities, are involved in the process as full panel members. Each programme's assessments are scrutinised by External Examiners appointed by the partner universities to ensure fairness and verification of standards.

The quality assurance department implements an annual action plan. An annual presentation is made to the Board of Directors based on the AMR, research performance, resourcing and other measures of institutional performance. This report forms the basis of strategic planning for future years. This action plan is followed up on an annual basis.

The overall quality of provision and institutional performance are robustly reviewed by the quality assurance department. This leads to an effective system of scrutiny that instills the principle of continuous improvement throughout MC. The result of this is that the student experience is enhanced, which fosters a successful collaboration between MC and its partner universities.

28.	**The institution has a strong commitment to, and procedures that facilitate, continuing enhancement of its provision**	
28.1	Good practice is effectively identified and disseminated across the institution.	☒ Yes ☐ No

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

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

Comments

The quality assurance department disseminates good practice following its collation of data for its annual institutional report. In addition, staff are able to discuss their experiences of different teaching methods through the auspices of CIRT. The frequent joint meetings between staff of different programmes and the assignment of mentors to each new lecturer also enable good practice to be disseminated.

The annual institutional report and annual programme report processes lead to improvements and the identification of aspects of the provision that can be improved further in the light of experience. The partner universities also require MC to identify areas where the student experience has been enhanced and where further improvements can be made.

Action plans are produced and approved within the committee structure at various levels. The action plans have clear deadlines, and are regularly reviewed and reported on in appropriate meetings.

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

MC has suitable staff to ensure the successful delivery of online and distance learning. MC was obliged to provide online teaching as a result of government policy in recent years. This necessitated a steep learning curve for academic staff in particular. Staff at all levels now have a good understanding of the demands of online learning and have received and continue to receive appropriate training. This encompasses the needs of the online student, methods and techniques of teaching delivery, and the effective use of technology that is evolving all the time.

This has required staff to develop an understanding of the demands placed on them to successfully deliver teaching online. This includes preparation, ensuring material is loaded appropriately to the relevant platform, the use of technology for interactive communication with students and setting up of break-out rooms, and being able to hold private discussions where necessary.

MC makes students aware of the expected level of digital capability required to gain the most out of the online provision that is used to supplement in-person delivery.

Additional support to help students make best use of online material is available. Workshops for staff and students are provided to train them in the use of up-to-date, online teaching platforms and how their skills in their use may be enhanced.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's strengths

There is a clear definition of senior roles across the Institution, with clear responsibility for the delivery of effective communication of the Institution's strategy.

Effective directional and academic management enhances the governance of the Institution.

Delivery of some healthcare facilities that are accessible to the local community enhances local engagement.

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

GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

Effective academic and senior management enhances the strategic development of the Institution.

The robust implementation of policies and procedures by competent administrators ensures that the Institution functions efficiently.

Close working relationships among staff lead to a highly collegiate environment.

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

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Well-qualified and enthusiastic academic staff provide a high-quality student learning experience.

Academic staff encourage feedback from students, which enhances the effectiveness of their teaching delivery.

The willingness to share good practice among academic colleagues leads to enhancement of the student experience.

The strong focus on student-centred, vocational learning enhances the currency of provision and its applicability to workplace needs.

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

STUDENT SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

Strong pastoral support for all students provides them with reassurance and help with practical and emotional challenges.

The excellent facilities for sport and recreation encourage good levels of health and fitness among staff and students.

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

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

The excellent modern buildings with state-of-the-art equipment enhance the student experience. Excellent library and IT facilities encourage students to take responsibility for their own academic development.	

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

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

Robust quality assurance policies and procedures, led by an effective quality assurance department, ensure robust scrutiny of all aspects of delivery. An ethos of continuous improvement throughout the Institution ensures the high-quality delivery of programmes.	

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

ONLINE, DISTANCE AND BLENDED LEARNING

Institution's strengths

Very good training and development helps staff and students to make the most of the technology available to enhance student learning.	

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

RECOMMENDED AREAS FOR IMPROVEMENT

It is recommended that a committee structure diagram is included in the quality management system manual.

It is recommended that the Institution considers its library provision in its strategic plan, taking account of student views.

The Institution should record action plans and include deadlines and staff responsible for completion for all programme committee meetings.

MC should increase its counselling capacity to enable students to access appointments quickly when necessary.

It is recommended that MC considers amending its complaints policy so that the escalation of complaints that are not satisfactorily resolved at programme level is formalised before complaints are presented for resolution to the partner university.

It is recommended that the Institution considers ways it can monitor IT disruption that occurs out of hours, enabling the opportunity for resolution before the next day when students and staff are on campus.

COMPLIANCE WITH STATUTORY REQUIREMENTS