

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## International Higher Education (IHE) Reaccreditation Inspection

**INSTITUTION:** AKMI Metropolitan College

**ADDRESS:** 74 Sorou Street  
Marousi  
Athens 15125  
Greece

**HEAD OF INSTITUTION:** Mr Dimitris Diamantis

**DATE OF INSPECTION:** 15 and 16 December 2014

**ACCREDITATION STATUS AT INSPECTION:** Accredited

### DECISION ON ACCREDITATION:

- Reaccreditation awarded for the full four-year period.
- Decision on accreditation deferred.
- Accreditation to be withdrawn.

Date: 29 Jan 2015

### 1. Background to the institution

AKMI Metropolitan College S.A. (AMC, or the College) was established in 1982, and represents the higher education division of the AKMI Educational Organisation. This is a family-owned organisation which also comprises IEK AKMI Institute for Vocational Training, KEK AKMI Continuing Education, and European Enterprise Organisation SA (which is a consulting organisation). AMC operates on four campuses: one in the suburbs of Athens, a second in the centre of Athens comprising a number of separate locations, a third in Thessaloniki and a fourth in Piraeus. The BAC accreditation status applies to the two Athens campuses only. The mission of the College is to 'Provide transformational education to its students to instill in them strong academic skills and discipline, build professional character ethos and create life-long intellectual passion' (AMC Corporate Profile 2014).

The organisation is headed by a Chairman, with a Board of Directors. The Board is responsible for strategic and financial matters and steers the overall direction of the organisation including the College. A College Director, who reports to the Board, works at the local level and has responsibility for management of the College on a day-to-day basis. He is supported by a Head of Quality, who leads the Quality Unit, and Heads of the five departments: School of Economics and Management, School of Human Sciences, School of Health Sciences, School of Culture, Communication and Sciences and School of Polytechnic and Computing Sciences. Programmes are led by programme leaders who are supported by module leaders. There is a Careers Centre, a Counselling Centre and an Academic Learning Centre.

The AKMI institutions enjoy a high reputation in Greece, and the group forms the largest private company in post-secondary education. In May 2010 Greek colleges were granted official government recognition and, following a vigorous inspection, AMC received its operating licence from the Greek Ministry of Education.

Student numbers at the two Athens campuses have grown significantly from under 500 at the time of the initial BAC accreditation in 2010, to over 600 in 2012 and to over 1200 today. The student body is largely Greek (approximately 95%), with a small number of Greece-based residents from Albania. The College is seeking to develop programmes for international students in the near future.

AMC's programme portfolio has developed significantly and it now offers a range of undergraduate and postgraduate programmes in health, education, engineering, architecture, business and management, and media. It is the first private educational institution in Greece to offer engineering programmes. It is keen to maximise external affiliations and has achieved Candidate Status for Part 1 for the Royal Institute of British Architects (RIBA) and is pursuing similar exemptions from the Architecture Registration Board (ARB). It has membership of recognised international associations in the health sector including the European Network of Physiotherapy in Higher Education and the British Association of Counselling and Psychotherapy.

As it is not possible for private institutions to have degree-awarding powers in Greece, AMC has sought partnerships with overseas institutions. The first such affiliation was with the University of Portsmouth in 1999, and subsequently with a number of Cypriot institutions and with two unaccredited American-style universities. These affiliations have now ended. In recent years, affiliations have been solely with UK universities. The longest-established affiliation is with Queen Margaret University, Edinburgh (QMU), where AMC programmes are delivered as part of a validation agreement. Agreements with the University of Gloucestershire, the University of Central Lancashire, Roehampton University and the University of Wales have now ceased. In 2010 the College established a partnership with the University of East London (UEL) for the franchise of a number of programmes. These developments have enabled the College to fulfil its strategic aim of consolidating the number of partners and it now collaborates with only two UK universities: UEL and QMU. The College continues to hold an Edexcel licence but is not currently delivering any HND programmes. Teaching on UEL programmes is entirely in Greek whilst programmes validated by QMU are delivered in Greek in the early stages and English in the latter stages. English support is provided for all students, including those on UEL programmes.

The main campus, which is situated in a residential suburb of Athens, has recently been significantly extended and plans are in hand to extend further. Significant investment has been made in specialist equipment and laboratories to support the more specialist elements of the College's diverse curriculum. In addition, the College's second campus in central Athens has a range of specialist facilities and laboratories to support the provision delivered there which is largely in media and hospitality.

The College is currently establishing a research unit which will be led by an emeritus professor and former rector of the

## 2. Brief description of the current provision

The College delivers undergraduate programmes in computing, business management, early childhood studies, physiotherapy, psychology, architecture, engineering, economics, marketing, hospitality and tourism, biomedical science, music technology, dietetics, occupational therapy, speech and language therapy, journalism and film directing. Masters programmes are delivered in physiotherapy, dietetics, special education needs, international business, computing and IT, clinical psychology, occupational psychology and business psychology. At the time of the inspection there were 1354 students studying full-time and 29 part-time.

## 3. Inspection process

The inspection was completed in two days and undertaken by two inspectors and a student representative. The inspection team held meetings with all key personnel at the College, including the Director, Head of Quality, Registrar, Heads of Department and programme leaders. A very useful meeting took place with a group of students representing the range of the College's programmes.

The inspection team undertook a detailed tour of the premises, which included the additional central Athens campus. Teaching observations took place although all sessions scheduled for the time of the inspection were delivered in Greek and the aim of these observations was therefore to assess levels of interaction and student participation. Relevant teaching staff ensured that inspectors were provided with a verbal resume of the aims and nature of the sessions to aid the observation.

A wide range of documentation was reviewed. Some of this was in Greek, in accordance with the agreements with the university partners. In these cases, the inspectors were assisted by College staff who were able to confirm the content met BAC requirements and enabled inspectors to evaluate the documentation in terms of the various standards. Finally, the inspection team sought and received confirmation that actions had been taken to address the recommendations of the 2012 interim inspection.

## 4. Inspection history:

Inspection type	Date
Full Accreditation	21 - 22 October 2010
Interim	30 April 2012

## 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 - MANAGEMENT, STAFFING AND ADMINISTRATION

#### 1. The institution is effectively managed

- |     |  |   |
|-----|--|---|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.                    | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.4 | The institution conducts a regular and systematic review of its overall performance.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

A recent re-structuring has led to an effective overall organisational structure. The recent appointment of a Head of Quality, who reports to the College Director, and the establishment of a Quality Unit has the potential to further enhance the management and oversight of the College's academic activities. The Heads of Department, to whom the Programme Leaders report, report to the Head of Quality. There is therefore an effective chain of command for the management of the provision.

Whilst the College does not implement a separate formal monitoring process, regular communication and discussion of progress among senior managers ensures the College maintains awareness of its progress and matters which require attention. The College implements the annual monitoring requirements of its partner universities and the Quality Unit brings together the outcomes of the process and monitors the subsequent action plans to ensure that all necessary actions are addressed. This approach also provides for the dissemination of good practice.

## 2. The administration of the institution is effective

- |     |   |   |
|-----|---|---|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties.                 | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.                | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood.                           | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the institution.                       | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.6 | Clear descriptions of course structures, assessment systems and requirements for progression are readily available to students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.7 | Administrative records are efficiently organised and stored.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

### Comments

The College benefits from extremely effective administration. This is headed up by a Registrar who is supported by administrators who are appointed to oversee specific programme areas. Record keeping is meticulous. There is a comprehensive staff handbook which provides clear and relevant information to help both administrative and academic staff in discharging their roles. This, together with the programme-specific student handbooks, ensures that staff and students are aware of the various College policies and procedures. A number of policies are being reviewed and will be approved by the College's Academic Board in early 2015.

## 3. The institution employs appropriate staff

- |     |   |   |
|-----|---|---|
| 3.1 | There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 3.2 | Experience and qualifications claimed are verified before employment.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 3.3 | There is an effective system for regularly reviewing the performance of staff.  | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 3.4 | Academic staff have a level of qualification and/or academic professional experience appropriate to the level at which they are teaching. E.g. those teaching at undergraduate/HND level will hold a post-graduate degree and appropriate experience. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

### Comments

The College's teaching staff are well qualified and all staff are appointed following a rigorous application and admissions process. Academic staff are required to hold at least a Masters degree and more than 40% have PhDs. Many have teaching qualifications and, for those who do not, the College has recently franchised a Postgraduate Certificate in Teaching and Learning which staff will be able to take at a low cost. This qualification will lead to Higher Education Academy (HEA) membership. Many staff have professional qualifications and/or are active practitioners in their field.

3.3 Line managers are responsible for reviewing and assessing the performance of staff who report to them. For academic staff, this review takes into consideration the outcomes of student feedback. There is a peer observation system for teaching although the outcomes of this process remain confidential between observer and observee. Performance review for both administrative and academic staff is, however, informal and there is no requirement for the process to be documented. The College must take steps to formalise the process.

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

- 4.1 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
- 4.2 Information on the courses available is comprehensive, accurate and up to date.  Yes  No
- 4.3 Students are informed of the status of the qualifications offered, including the awarding body and level of award.  Yes  No
- 4.4 Students are informed of the full cost of all programmes, including costs of examinations and any required materials.  Yes  No
- 4.5 Where the degree-awarding body is not a UK university, the national origin of the award is clearly stated.  Yes  No

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

**Comments**

The College produces a variety of publicity materials, all of which provide an accurate representation of the College, its facilities and resources, and its programmes. Information provided to students is comprehensive. Students are clear about the UK institution which awards their degree.

The website is comprehensive although the College should make it clear that BAC accreditation applies to AMC only at its two Athens campuses.

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

- 5.1 Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective students.  Yes  No
- 5.2 A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.  Yes  No
- 5.3 Students are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately.  Yes  No
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.  Yes  No  NA
- 5.5 Students receive a proper initial assessment which includes language ability to confirm their capability to complete the courses on which they are enrolling.  Yes  No

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

**Comments**

Students are admitted using the relevant University's admissions requirements. The College interviews all students to ensure that they have the potential to benefit from and gain the award. Each University approves students with non-standard qualifications and the link tutor is responsible for this process.

Students seeking to enrol on the programmes of QMU are required to hold an IELTS 5 certificate and are required to progress to IELTS 6 before embarking on the latter levels of the programme which are delivered and assessed in English. All students, including those on UEL programmes, are provided with English language support throughout their time at the College.

6. **There is an appropriate policy on student attendance and effective procedures and systems to enforce it**

- 6.1 There is a clear and published policy on student attendance and punctuality, requiring that they attend at least 80% of their scheduled classes.  Yes  No
- 6.2 Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly.  Yes  No
- 6.3 Student absences are followed up promptly and appropriate action taken.  Yes  No

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

**Comments**

The College operates a systematic and efficient process to ensure students attend their programmes. Student attendance is carefully monitored in line with the requirements of each University. (This varies between 70 and 80%). Attendance registers are maintained and information transferred to a database. Students are contacted if attendance falls below what is required. This contact is initially by email and then by letter where necessary.

The College maintains a very close relationship with its students and their parents which means they are able to keep close watch over attendance. It is rare that students have serious attendance problems.

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

- 7.1 The institution has effective mechanisms for obtaining feedback from students and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal student representation where appropriate.  Yes  No
- 7.2 Feedback is obtained, recorded and analysed on a regular basis.  Yes  No
- 7.3 The feedback is reviewed by management and action is taken where necessary.  Yes  No
- 7.4 There is a mechanism for reporting on the institution's response to the feedback to the student body.  Yes  No

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

**Comments**

The College uses both formal and informal systems to ensure that it obtains and acts upon student feedback. Formally, all students complete the module evaluation questionnaires of the relevant UK university. There is also a College-based questionnaire which seeks feedback on learning and teaching and facilities. Outcomes of all questionnaires are analysed by the Registrar and passed to the Quality Unit. There is also a programme committee for students on UEL programmes and a Staff Student Consultative Committee for QMU programmes. These committees comprise of staff and student representatives and are aimed at providing students with an opportunity to feedback their views. They also enable students to learn of the outcomes of the feedback provided by them via the questionnaires.

Informally, the College has developed close and professional working relationships with its students and operates an open door policy through which students are able to contact staff as needed, including the Director.

8. **The institution has effective systems to review its own standards and assess its own performance with a view to continuing improvement**

- 8.1 There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance.  Yes  No
- 8.2 Reports are compiled at least annually which present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on student satisfaction, retention, achievement, examination results and completion rates.  Yes  No
- 8.3 Action plans are implemented and regularly reviewed, with outcomes reported to the management.  Yes  No

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

**Comments**

The College follows the requirements of each University for annual monitoring and meticulously analyses the reports and monitors required action. The requirements of UEL are particularly rigorous in terms of the use of student performance data. The separate reports and action plans are considered by the Quality Unit which monitors the actions plans to ensure that relevant actions are taken.

**INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT**

9. **Academic management is effective**

- 9.1 There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment.  Yes  No
- 9.2 Classes are timetabled and rooms allocated appropriately for the courses offered.  Yes  No
- 9.3 The allocation of teachers to classes provides for a consistent learning experience.  Yes  No
- 9.4 There is an appropriate policy and effective procedures for the acquisition of academic resources.  Yes  No
- 9.5 There is provision for academic leadership in each area of the academic programme.  Yes  No
- 9.6 There are regular scheduled and minuted meetings of academic staff to review academic programmes.  Yes  No
- 9.7 There are effective procedures in place for the induction and appraisal of all academic staff.  Yes  No
- 9.8 There are structures in place which either directly involve or take account of the views of those responsible for the delivery of academic programmes and the maintenance of academic standards.  Yes  No
- 9.9 Students have access to individual teaching staff in order to supplement classroom-based teaching and learning.  Yes  No

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

**Comments**

The structure of reporting lines for academic staff means that academic management is highly effective. All programmes are led by a Programme Leader who reports to a Head of Department. Heads of Department report to the Head of Quality. Staff meet together formally and informally.

9.7 Whilst there is a comprehensive induction programme for academic staff, a more formal appraisal process should be introduced. This should also take into account the outcomes of the peer observation of teaching.

Although a formal resources strategy does not exist, resources are provided as needed by Programme Leaders and Heads of Department. Resources are generally good across the College.



10. **The courses are planned and delivered in ways that enable students to succeed**

- |      |  |   |
|------|--|---|
| 10.1 | Courses are designed and delivered in ways that allow students to develop the knowledge and skills which will be required for final examinations or assessments. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.           | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.4 | Students are encouraged and enabled to develop independent learning skills.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.5 | There are explicit statements in relation to required levels of attendance, required criteria for grading assessed work, and requirements for progression.       | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.6 | Any required coursework and revision periods are scheduled in advance.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.7 | The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

All programmes have been developed using UK-based external reference points and validated by the relevant University. They therefore are designed to ensure that students have the opportunity to succeed. Programme-specific handbooks provide students with relevant programme information, including requirements for assessment. Modules include both formative and summative assessment elements. Of special note is the use made of peer learning which is used to particularly good effect in practice-based sessions.

11. **Teachers are suitable for the courses to which they are allocated and effective in delivering them**

- |      |  |   |
|------|--|---|
| 11.1 | Teachers are appropriately qualified and experienced.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.2 | Teachers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.                     | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.3 | The appraisal procedures for teaching staff incorporate regular classroom observation.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.4 | Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.       | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.5 | Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.6 | Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content.              | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.7 | There is evidence of course planning to ensure curriculum coverage.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.8 | The balance between large and small group teaching is appropriate to the needs of higher education learning.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.9 | Students are encouraged to develop autonomy in the planning and management of the learning process.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

Academic staff are well qualified. Teaching observation is well embedded in the College although the outcomes of this peer process currently remains confidential between observer and observee.

Staff reported that they feel well supported and are given opportunity to attend conferences and to engage in research. The soon-to-be established research centre is particularly welcomed by staff.

12. **The institution provides students and teachers with access to appropriate resources and materials for study**

- 12.1 The teaching methodology requires students to make use of the resources for study available to them.  Yes  No
- 12.2 Resources for study are well organised and catalogued to facilitate access.  Yes  No
- 12.3 Handouts and other resources are appropriate to the level of the course.  Yes  No

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

**Comments**

Students have access to the e-resources of both Universities which supplement the small College-based library. Module-specific information, including handouts and Power Point slides, is available electronically via the College's Moodle system. The library occupies a relatively small space which provides insufficient space for quiet private student study. It is recommended that the College consider how it can ensure quiet private study space for students. Other learning resources are generally very good, particularly those for the specialist courses such as engineering. The Academic Learning Centre is critical in providing students with additional support such as that aimed at further developing their learning skills.

13. **Students receive appropriate assessment and feedback on their performance and progress, which are effectively monitored**

- 13.1 Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to students and teachers.  Yes  No
- 13.2 Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate.  Yes  No
- 13.3 Students are made aware of how their progress relates to their targeted level of achievement.  Yes  No
- 13.4 The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.  Yes  No
- 13.5 Additional support or advice on alternative courses is provided to students who are judged not to be making sufficient progress to succeed.  Yes  No
- 13.6 Oral and written feedback is given to individual students on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.  Yes  No
- 13.7 Students have appropriate access outside class time to teachers or personal tutors for academic support.  Yes  No
- 13.8 Student progress is measured and recorded regularly on the basis of adequate and explicit data.  Yes  No
- 13.9 There are systems in place for the analysis of student outcomes in terms of the current year and year-on-year performance.  Yes  No
- 13.10 There are systems in place for the analysis and investigation of significant variations in student achievement between comparable course elements.  Yes  No

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

**Comments**

Student performance is effectively monitored and assessment feedback is clear and detailed, which makes it effective in enabling students to progress and improve. Student progress is informally monitored by Programme Leaders who know their students well. Teaching staff are available to students outside of class time and all provide their own email address. More formally, each student is assigned a personal tutor with whom they meet at least twice per semester. In addition there is an appointment system. These meetings assess current performance and refer students as necessary for additional support which can be provided by the Academic Learning Centres. Reference to the need to avoid academic offences is provided in the student handbooks. In addition, sessions are held by the Academic Learning Centre on topics such as referencing to ensure students are aware of the pitfalls of plagiarism. Assessments in English are checked using Turn-it-in with the Greek equivalent being used for assessments completed in Greek.

14. **The institution offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate**

- 14.1 For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body.  Yes  No  NA
- 14.2 For courses leading to other UK awards, the awarding body is recognised by the relevant regulator.  Yes  No  NA
- 14.3 For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree-awarding body, which is itself accredited by a recognised national agency.  Yes  No  NA

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

**Comments**

Formal signed agreements are in place for QMU and UEL.

15. **There is a clear rationale for courses leading to unaccredited or internal awards**

- 15.1 There is a clear statement of the level claimed relative to the NQF/QCF and evidence that students who receive the award meet the stated requirements for that level.  Yes  No  NA
- 15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.  Yes  No  NA
- 15.3 External moderators are involved in the assessment process where appropriate.  Yes  No  NA
- 15.4 There is evidence that the comments of external moderators have been addressed.  Yes  No

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

**Comments**

16. **There are satisfactory procedures for the administration of examinations and other means of assessment**

- 16.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration.  Yes  No
- 16.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for students to appeal against their marks.  Yes  No  NA

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

**Comments**

The College implements rigorous and effective procedures for all aspects of the assessment process. All assessments are set by the College for both Universities. They are then approved by each University and the relevant external examiners. Examinations may be taken at times which are at variance with the UK University, in which case different examination papers are used. The Registry is well versed in the requirements of the Universities regarding the need for security, invigilation and general examination protocols.

Information in student handbooks ensures that students are aware of the system for appealing against their grades.

17. **There is appropriate provision of advice for students intending to proceed to employment or higher/further education**

- 17.1 Students have access to advice from a designated staff member on further study and career opportunities.  Yes  No
- 17.2 If the institution offers courses preparing students for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process.  Yes  No  NA

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

**Comments**

The College has a dedicated Careers Centre which provides employment support in terms of CV writing and interview techniques. It also provides information regarding further education.

**INSPECTION AREA - STUDENT WELFARE**

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

- 18.1 There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling.  Yes  No
- 18.2 Students receive appropriate advice before arrival.  Yes  No
- 18.3 Students receive an appropriate induction and relevant information upon arrival.  Yes  No
- 18.4 Students are issued with a contact number for out-of-hours and emergency support.  Yes  No
- 18.5 The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.  Yes  No
- 18.6 There are effective systems to communicate with students.  Yes  No
- 18.7 There are effective means for identifying and responding to student opinion.  Yes  No

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

**Comments**

The College's arrangements for the pastoral and academic support of students are excellent. Students are allocated a personal tutor with whom they meet at least twice per semester. They are also able to take advantage of a dedicated service provided by the College's Counselling Centre which is headed by a trained counsellor. Academic support is provided by the Academic Learning Centre. Staff are accessible to students who are provided with staff emails. All students are provided with their own College email address which facilitates communication between staff and students.

Student induction is thorough and takes place over a week, during which time students are provided with the comprehensive student handbook which contains, inter alia, general information concerning pastoral and academic guidance provision.

18.4 The majority of students reside at home and therefore the need for a 24-hour contact telephone number is not deemed to be essential. However, the College may wish to reconsider this given the potential growth in students which may emanate from countries outside of Greece in the future.

There are effective means through which student opinion is gathered. These have been evaluated earlier in section 7 above.

19. **International students are provided with specific advice and assistance**

- 19.1 International students receive appropriate advice before their arrival on travelling to and living in the country.  Yes  No
- 19.2 International students receive an appropriate induction upon arrival covering issues specific to the local area.  Yes  No
- 19.3 Information and advice specific to international students continues to be available throughout the course of study.  Yes  No
- 19.4 Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language.  Yes  No

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

**Comments**

The College does not at present enrol international students.

20. **The fair treatment of students is ensured**

- 20.1 Students apply for and are enrolled on courses under fair and transparent contractual terms and conditions.  Yes  No
- 20.2 Students have access to a fair complaints procedure of which they are informed in writing at the start of the course.  Yes  No

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

**Comments**

Information provided for students in advance of their arrival at the College is clear and accessible and includes accurate information concerning fees and payment terms. This includes the provision of special arrangements which may be provided where an individual student's circumstances change. There is a clear student complaints policy which is referred to in the student handbooks.

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

- 21.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of students.  Yes  No
- 21.2 Any residential accommodation is open to inspection by the appropriate authorities.  Yes  No  NA
- 21.3 A level of supervision is provided appropriate to the needs of student.  Yes  No
- 21.4 Separate accommodation blocks are provided for students under 18 (if applicable).  Yes  No
- 21.5 Students are provided with advice on suitable private accommodation.  Yes  No

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

**Comments**

The College does not provide student residential accommodation.

22. **Where home-stay accommodation is organised, the welfare of students is ensured and the institution's relationship with hosts is properly managed**

- 22.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for students and is appropriately located for travel to the institution and back.  Yes  No
- 22.2 Any home-stay accommodation is inspected before students are placed and is subject to regular re-inspection by a responsible representative or agent of the institution.  Yes  No
- 22.3 The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.  Yes  No
- 22.4 Appropriate advice and support is given to both hosts and students before and during the placement.  Yes  No
- 22.5 Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems.  Yes  No

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

**Comments**

The College does not organise home-stay accommodation for its students.

23. **The institution provides an appropriate social programme for students and information on leisure activities in the area**

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

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

**Comments**

The provision of a student social programme and information on leisure facilities is limited because virtually all students reside at home with their parents. The College does, however, provide all students with free entry to the nearby sports centre, and the College has its own basketball court. Occasional parties are organised, for example at the end of the academic year or at Christmas.

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## INSPECTION AREA - PREMISES AND FACILITIES

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

- 24.1 The institution has secure tenure on its premises.  Yes  No  NA
- 24.2 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

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The main College site, located in the Athens suburb of Marousi, is owned by the organisation. The central Athens campus covers three separate buildings which are secured on long leases.

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

- 25.1 Access to the premises is appropriately restricted and secured.  Yes  No
- 25.2 The premises are maintained in an adequate state of repair, decoration and cleanliness.  Yes  No
- 25.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to students, staff and visitors.  Yes  No  NA
- 25.4 General guidance on health and safety is made available to students, staff and visitors.  Yes  No
- 25.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information.  Yes  No
- 25.6 There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors.  Yes  No
- 25.7 There are toilet facilities of an appropriate number and level of cleanliness.  Yes  No
- 25.8 There is adequate heating and ventilation in all rooms.  Yes  No

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

#### Comments

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The campus at Marousi has recently benefitted from significant extension and is in a high state of maintenance, repair, decoration and cleanliness and provides an extremely pleasant and safe environment for staff and students. Plans are in hand to further extend the Marousi premises.

26. **Classrooms and other learning areas are appropriate for the courses offered**

- 26.1 Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.  Yes  No
- 26.2 Classrooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course.  Yes  No
- 26.3 There are facilities suitable for conducting the assessments required on each course.  Yes  No
- 26.4 Teaching areas are of an appropriate size and level of equipment for lectures, seminars and tutorials.  Yes  No

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

**Comments**

Classrooms and other learning areas are generally spacious with ample room to accommodate the size of classes allocated to them and are appropriately furnished and equipped with up-to-date technology to support the delivery of lectures and tutorials. Both the Marousi and central Athens campuses provide specialist teaching and learning facilities to support the specialist areas of the provision e.g. in engineering, health and media. Significant investment has been made in these areas which has ensured that students have access to up-to-date facilities and equipment fully meeting the standards required by the College's University partners. Health and safety concerns have been clearly taken into consideration where relevant and safety rules, training and first aid facilities exist.

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

- 27.1 Students have access to sufficient space and suitable facilities for private study, including library and IT resources.  Yes  No
- 27.2 Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation.  Yes  No
- 27.3 Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.  Yes  No  NA
- 27.4 Students and staff have access to storage for personal possessions where appropriate.  Yes  No  NA
- 27.5 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
- 27.6 Administrative offices are adequate in size and resources for the effective administration of the institution.  Yes  No
- 27.7 There is appropriate provision of required specialist teaching equipment and work areas.  Yes  No
- 27.8 There is appropriate provision of IT facilities for research, word processing, data processing or internet search for staff and students.  Yes  No

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

**Comments**

Whilst the Marousi premises are spacious and pleasant in terms of supporting teaching and administrative functions, the space for student private study is limited (as has been evaluated earlier in section 12.) Similarly, social space for staff and students is limited to the cafe, a facility shared by staff and students alike. It is very small, particularly in the winter months, when glass doors have to be closed. Because it is deemed to be an 'open space' legally, smoking is permitted and there is no provision for non-smokers. Some staff and students find this problematic and the College may wish to consider how it can provide a non-smoking environment for those staff and students who would welcome it.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated.  Yes  No  NA



## PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

### MANAGEMENT, STAFFING AND ADMINISTRATION

#### Institution's strengths

Effective formal and informal communication channels between staff and students.  
Well-qualified academic and administrative staff.  
Highly efficient and effective registry function.

Actions required	Priority H/M/L
3.3 The College must introduce a formal staff appraisal system for administrative staff.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's strengths

The use of peer learning to maximise student learning.  
The provision and quality of specialist resources for learning and teaching.  
Academic support for students through the person tutor system and through the Academic Learning Centre.

Actions required	Priority H/M/L
9.7 The College must introduce a formal staff appraisal system for academic staff.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### STUDENT WELFARE

#### Institution's strengths

The pastoral support provided for student and the specialist support provided by the Counselling Centre.  
Sound student induction and a very comprehensive student handbook.  
Free access to nearby sports facilities.

Actions required	Priority H/M/L
18.4 Students should be issued with a contact number for out-of-hours and emergency support.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

### PREMISES AND FACILITIES

#### Institution's strengths

A secure, safe and pleasant environment at Marousi for staff and students.  
The provision of specialist facilities at the Marousi and central Athens campuses.

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

### RECOMMENDED AREAS FOR IMPROVEMENT

The College should ensure that the website clearly indicates that BAC accreditation applies to AMC campuses in Marousi and central Athens only.

The College should consider the provision of both additional quiet private study space for students and social space for non-

smoking staff and students.

## COMPLIANCE WITH STATUTORY REQUIREMENTS