

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Re-accreditation Inspection

NAME OF INSTITUTION: Metropolitan College S.A.

ADDRESS: 74, Sorou Street
Maroussi
Athens 15125

HEAD OF INSTITUTION: Mr Dimitris Diamantis

DATE OF INSPECTION: 14-15 January 2019

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- Award of accreditation withdrawn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: 28 March 2019

PART A – INTRODUCTION

1. Background to the institution

Metropolitan College (MC/the Institution) was established in 1982 and is the higher education division and constitutive member of AKMI Educational Group, the largest private post-secondary education services provider in Greece. It offers a range of undergraduate and postgraduate programmes under franchise or validation from universities in the United Kingdom (UK). In 2012, under Greek legislation, MC was awarded a new status that means students graduating from MC are recognised as having equivalent qualifications to graduates from Greek public universities.

MC is a multi-campus institution with campuses in the Maroussi suburb of Athens, in the centre of Athens, in Piraeus and in Thessaloniki. This inspection and BAC accreditation apply only to the Maroussi campus which is located in a largely residential and quiet suburb of Athens.

The mission of MC is to provide a transformational education to its students and instil in them strong academic skills and knowledge, professional character and life-long intellectual versatility. The Institution's underlying philosophy is that an outstanding student experience should include a rich, rigorous, multifaceted and diverse educational background, endorsement of lifelong learning and readiness to meet the needs of an everchanging world. In support of their mission, MC promotes a set of core values which include excellence, quality, integrity, partnership, innovation and respect.

Metropolitan College is governed by a Board of Directors (BoD) which is led by the Chairman. The Director General (DG) is responsible for the operation of all campuses and accountable to the Board of Directors. The Academic Board, which is institution wide, reports directly to the BoD. The Campus Director for the Maroussi campus is responsible for the operations of that campus. The Campus Director reports directly to the DG.

2. Brief description of the current provision

Metropolitan College works with five UK partners, the University of East London, Portsmouth University, Queen Margaret University, Southampton Solent University and the University of London (International Programmes) to deliver a range of undergraduate and postgraduate programmes in Business, including management, marketing, hospitality and accounting, Information Technology (IT); health sciences including physiotherapy, biomedical sciences, occupational therapy and dietetics, counselling and psychology; education in special needs and early childhood studies; engineering including mechanical, civil and electrical engineering; maritime business, and shipping and port management; architecture, and law.

A number of programmes are also recognised by professional bodies including the British Psychological Society (BPA), Royal Institution of British Architects (RIBA), Chartered Institute of Logistics and Transport (CILT) the Institute of Chartered Shipbrokers (ICS), the Institute of Biomedical Sciences (IBMS), and the World Federation of Occupational Therapy (WFOT).

All programmes are delivered face to face. Enrolment is at the start of the academic year, in September. There are two semesters.

At the time of the inspection, 2082 students were studying on the campus, 138 of whom were part time. All students are over the age of 18. A small majority of students are female. The vast majority of students are Greek with a minority coming from Albania and a very small minority from a range of other countries including Russia, Canada, north Africa and west Asia.

The provision is supported by 70 management and administrative staff, the vast majority of whom are full time. There are 274 teaching staff. The vast majority of these teachers are part time or on fixed term contracts.

3. Inspection process

The inspection was carried out at the Maroussi campus, over two days, by a lead inspector, one team inspector and one student inspector. The team received documentation in advance and reviewed further documentation provided online at the Institution. The team met with senior management, academic and non-academic managers and administrators from across the provision. Meetings also took place with teaching staff, student representatives from different programmes and a group of placement providers. A tour of the premises was carried out and a range of lessons was observed across two days. Online administrative systems, the virtual learning environment, and student and staff records were also reviewed. The availability of the information provided to the inspectors was excellent and the institution cooperated very effectively with the inspection team.

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 |

PART B - JUDGMENT AND EVIDENCE

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

INSPECTION AREA - GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1. The institution is effectively and responsibly governed

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The structure of MC is clearly outlined in an organisation chart that is included in faculty and student handbooks, induction material and in the Quality Management System Manual (QMSM). The organisational structure distinguishes between the corporate MC structures and the campus specific structures and shows the relationship between them. The remit and membership of the senior committees is outlined in the QMSM. The governance structure and the lines of communication and report are clear. Both are well-disseminated through a range of documents and channels. This is an element of good practice which ensures effective understanding of the organisation.

Policy is developed by responding to external and internal stakeholders with decision making resting ultimately with the Board of Directors (BoD).

The BoD oversees risk for the Institution as a whole and manages and mitigates the high-level risks which include those raised by the economic and political climate. The BoD reviews risk against specific metrics. At the more detailed, operational level, risk is managed by the heads of department and by the Campus Director and reported through the General Director to the BoD. Each department produces a report of performance against specific risk metrics which include quantitative and qualitative data.

All agreements with collaborating institutions are clearly defined, documented up-to-date and fully appropriate for the Institution.

Channels of communication, through meetings, e-mail and informal means operate effectively, ensuring that stakeholders feel engaged with MC and up-to-date with developments.

2. The institution has a clear and achievable strategy

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The strategic plan is developed by the BoD with input and support from the General Director, the academic board and the senior management team. The process for developing the strategic plan is clearly outlined in the QMSM. The detailed plan with the specific targets, which is only available in Greek, applies to MC as a whole, not only to the Maroussi Campus. There is an executive summary in English with the key lines of the strategy which is included in the QMSM. The goals address educational and student experience, innovation and partnerships, staff, campus expansion, internationalisation, enrolment and accreditation. Staff demonstrated their awareness of the key goals as evidenced in minutes of meetings and discussions with the team.

Progress against goals is measured through reports from individual service departments and from programmes and academic departments. These reports include specific metrics which ensure that senior management and the BoD are fully aware of progress on a regular basis.

3. Financial management is open, honest and effective

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

This standard is judged to be:

Met Partially Met Not Met

Comments

MC contracts out the development of the budget to one of AKMI's group subsidiaries. The BoD approves the budget and monitors its implementation. Members of the BoD have access to the financial management system and access reports on an individual basis as well as reviewing and discussing them at monthly meetings.

Financial processes and procedures are clearly laid out in the Financial Management Framework which is included in the QMSM. Management of the budget is undertaken by the Head of Finance. Sign-off on expenditure is not delegated beyond the Campus Director. These processes ensure that finance is closely monitored and conducted with appropriate checks.

There are external auditors who report annually. These audits demonstrate that the finances are conducted in accordance with Greek law.

INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

4. The institution is effectively managed

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| 4.1 | The management structure is clearly defined, documented and understood by all stakeholder groups including governors, management, staff and students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.3 | There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision making. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.4 | Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded with clear action planning. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.5 | The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary to ensure that it is accurate and fit-for-purpose. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution's organisation chart shows both the corporate MC structure and the individual campus structure and how these relate to each other. The organisation chart is included in faculty and student handbooks, induction materials and MC presentations. This ensures that all stakeholders are fully informed of and understand the structure.

Responsibilities and reporting arrangements are comprehensive and clear and are fully elaborated in the QMSM, as are the terms of reference for the committees and their membership. The committee structure operates effectively and meetings are minuted and actions followed up as appropriate.

Information about programmes and services is published by the MC marketing department. Heads of service and programme leaders are responsible for ensuring that the content of information relating to their areas is accurate and appropriate. The marketing department is responsible for the formatting and style, ensuring consistency of presentation across the Maroussi campus and the Institution as a whole.

5. The institution is administered effectively

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| 5.1 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.2 | The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.3 | Administrative policies, procedures and systems are well documented and disseminated effectively across the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.4 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.5 | Data collection and collation systems are well documented, accurate and effectively disseminated. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.6 | Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.7 | Students' records are sufficient, accurately maintained and up-to-date. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.8 | Staff records are sufficient, accurately maintained and up-to-date. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.9 | The institution has a robust security system and policies in place for protecting the data of its students and staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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| 5.10 | The institution has processes, through which the institution verifies the student who registers on the programme is the same student who participates on and completes and receives the credit. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.11 | There are secure and efficient procedures for the administration of examinations and other means of assessment. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.12 | There are effective procedures for internal and external moderation at pre- and post-assessment stages. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.13 | The institution makes student records and transcripts available to its students in a timely manner. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.14 | There is a policy on the collection of and refund of students' fees which implemented effectively. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

There is a large administrative and management team which is split between those who have a corporate responsibility across the whole Institution, approximately a third of the team, and those who are dedicated to supporting the Maroussi campus. The registry function at MC is decentralised with each department having its own registry. This provides easy access for both staff and students and ensures a prompt, effective and relevant service.

Responsibilities and processes are documented in the QMSM. Staff and students are clear about the systems and the appropriate contact point.

Classes are appropriately timetabled with the teaching day lasting from nine in the morning until nine forty in the evening.

Administrative records are securely maintained including those for both staff and students. Current systems are reliant on human input. MC is investing in electronic administrative systems which will reduce the manual work load and the risk of human error. This is effective support for the planned growth of the Institution.

Students are issued with identity cards which ensure controlled entry to the campus and also provide a check to ensure that the student who is registered is the person undertaking the programme and the assessments, including formal examinations.

There are robust examination procedures which ensure the security of the examination papers and scripts.

Procedures for moderation at both pre and post assessment stages are robust and fully reflect the requirements of the partner universities.

Useful information about fees and refunds is available to students on application and included in student handbooks.

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

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| 6.1 | There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff, which is designed to ensure the safety of the learners. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.2 | All staff are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.3 | There are clear and appropriate job specifications for all staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.4 | There are effective procedures for the induction of all staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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| 6.5 | All staff are treated fairly and according to a published equality and diversity policy. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.6 | Staff have access to an appropriate complaints and appeals procedure. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.7 | Management monitors and reviews the performance of all staff, through a clearly documented and transparent appraisal system which includes regular classroom observations of teaching staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.8 | The professional development needs of staff are identified through appraisal and other means, and measures taken to support staff to address these and gain additional qualifications, where relevant. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Processes for the recruitment of staff are outlined in the QMSM ensuring that they are transparent and disseminated across the Institution. There are job descriptions and person specifications for all categories of staff against which recruitment is undertaken. Additionally, academic staff are approved by the relevant partner institution.

Staff are experienced and appropriately qualified for their role. A high proportion of the staff have postgraduate qualifications or further training which provide an excellent skills base for MC. The quality of staff ensures that there is a sound basis for a good educational experience for the students.

All staff receive an induction both to the Institution as a whole and to their individual department and role. The Faculty Handbook includes appropriate policies and guidance on equality and diversity and complaints and appeals.

There is an Institution-wide staff appraisal system that is clearly documented and which applies to all categories of staff. Teaching staff are observed. The outcomes of observations feed into the appraisal process. The outcomes of appraisal, as well as of regular programme and service reviews, inform staff development events and opportunities. There are examples which demonstrate MC's commitment to staff development, including funding for further training, a schedule of professional development activities and the opportunity for staff to undertake additional qualifications.

7. Academic management is effective

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| 7.1 | There are appropriate procedures for the proposal, design and validation of programmes of study, which take account of the mission of the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.2 | Intended learning outcomes for all programmes are clearly articulated, understood by students and are publicly available. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.3 | There are regularly scheduled and recorded meetings of academic staff where academic programmes are reviewed. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources to support programmes. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.5 | Commissioning of course materials is managed effectively and materials and the budget are checked to ensure standardisation and consistency across the provision. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.6 | Students are encouraged to take an active role in the development of the academic provision to ensure student centered learning. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

The majority of programmes are franchised or validated programmes from one of the UK partner universities. However, staff do have opportunities to contribute to these programmes and approve them at MC level. For validated programmes, staff develop the curricula and there is an internal approval process before the programme is validated by the partner university.

Programme specifications include intended learning outcomes (ILOs), the details of which are available in programme handbooks. Students demonstrated both their awareness and understanding of the intended learning outcomes.

Programme teams meet regularly as outlined in the committee structure described in the QMSM. The programme committees, which include student representation, review the delivery of the programme and provide written reports which include reflection on student data. There are regular meetings between the programme leader and the link tutor from the partner university which facilitates programme developments, supports the delivery of the programme and ensures that, if issues arise, they are addressed promptly.

Materials and resources are reviewed by the partner university to ensure that requirements are met. Reports from partner universities show that MC provides the resources needed and, when gaps are identified, acts quickly to remedy them ensuring that the students' learning experience is not compromised.

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

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| 8.1 | Entry requirements for each programme are set at an appropriate level and are clearly stated in the programme descriptions seen by prospective students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.2 | Students are informed as to the necessary language requirements for entry on to programmes. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.3 | A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.4 | All students' application enquiries are responded to promptly and appropriately | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.5 | Prospective students are properly briefed on the nature and requirements of the programme(s) in which they are interested and provided with advice on choosing their programme. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.6 | Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the programmes on which they are enrolling. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.7 | The institution makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.8 | The institution has a clear policy on the accreditation of prior learning and prior experiential learning, which is brought to the attention of prospective students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 8.9 | Any recruitment agents are properly selected, briefed, monitored and evaluated. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

Entry requirements, which are set by the partner universities, are clear. The Admissions Department and the relevant academic department oversee student recruitment and admissions. This ensures that students are well and accurately informed on all aspects of study at MC. Students expressed their satisfaction with the application process.

Students are registered at the partner university for their programme of study. Entry qualifications, including any English language requirements, are checked by the partner university.

MC organises open days for prospective students which are well attended. Students reported that their queries were promptly and effectively answered and enabled them to make an informed choice about which programme to apply for.

Policies on accreditation of prior learning (APL) are those of the partner university. Information on APL is available in the student handbook for the relevant programme.

Recruitment agents have been appointed for international students. There are signed agreements for each agent and a briefing pack which ensures that all the relevant information is available to students who approach the agent in their home country.

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

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|-----|--|---|--|-----------------------------|
| 9.1 | The institution encourages academic staff to undertake research in relevant fields and to publish their findings. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.2 | Academic staff are encouraged to engage in research and/or scholarship which informs their teaching. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.3 | There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.4 | The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NA |

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

Comments

MC has recently established a college-wide research centre. Initially this focused on bringing in external expertise to develop the research agenda. As a private institution, MC does not have access to European Union (EU) research grants through the Greek state and opportunities for funding are very limited. This has prompted a shift in the role of the centre to focus more on staff research activity which it encourages.

Staff quoted examples of receiving support in both time and money to undertake research, to attend research conferences and to publish articles. Staff were confident that this experience informed their teaching. However, there is no evidence of an explicit commitment to this. Staff were also confident about how to apply for funding to support their research.

As yet MC does not have an articulated research strategy. Nor is there a consistent understanding of what research means in the context of a teaching-led institution. It would be helpful for MC to develop a strategy and include, in the strategy, definitions for terms used, for example, research, scholarship, research-led teaching, student research, subject research and pedagogic research.

9.4 Staff have some opportunities to meet to discuss current research activities as, for example, during development days that are organised in the semester break. These development days are also open to students to present their work. However, there are not formally identified opportunities for staff to meet on a regular basis to share research activities at a campus level.

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

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|------|---|---|-----------------------------|
| 10.1 | Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.2 | Information on the programmes available, their assessment and progression is comprehensive, accurate, readily accessible and up-to-date. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.3 | There are effective procedures to update information on a regular basis to ensure its relevance and accuracy. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.4 | The information provided ensures students are well informed of the status of the qualifications offered, including the awarding body and level of award. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.5 | Students are informed of the full cost of all programmes, including costs of assessments, activities and any required materials. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Publicity material, which is available online, provides an accurate description of the MC Maroussi campus, its facilities and resources.

Information on programmes is available online. For the majority of programmes, information is in both Greek and English. There are some programmes, for example journalism and music technology, where information is only in Greek on the website. However, at the time of the inspection, these programmes were only delivered in Greek.

Programme leaders are responsible for checking and signing off the content of the publicity material. This ensures that the content is up-to-date and accurate.

Publicity material makes it clear that the awards are of the partner university and that the students receive a UK degree.

Costs associated with the programme are included in the generic student handbook. Students reported that information on costs was available and was provided at the start of the application process.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

11. Academic staff are effective in facilitating student learning

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Academic staff are well qualified, both academically and pedagogically. Appointments are approved by the relevant partner university for each programme. On appointment, teaching staff are required to undertake a staff development programme to support the development of their teaching skills. This ensures, from the outset, that staff are aware both of the approach to teaching and learning that is appropriate for the programme and the nature of the programme.

Teaching is clearly linked to the ILOs of which the students are aware. The assessments, which are agreed with the partner university, are also clearly linked to the ILOs. This enables students to understand what they will learn and how this is assessed.

A variety of teaching sessions and styles is used, including laboratory work, studio work and clinical practice. The variety of teaching sessions provides a range of learning opportunities which reflect, appropriately, the subject area. Students are fully engaged in their learning as observed in both traditional classroom settings and in practical work. The range of teaching and learning opportunities provides for the appropriate development of students' independent learning skills.

Student learning is supported by a good range of materials and physical resources on the campus. In addition, students have access to online resources and materials from the partner universities.

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

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|------|--|---|-----------------------------|
| 12.1 | Students are provided with an assessment schedule, in which required coursework and revision periods are detailed in advance with clear submission dates. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12.2 | Assessment strategies are relevant to the content and nature of the courses and focused on measuring students' achievement of the intended learning outcomes. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12.3 | Assessment tasks are clearly written, indicating what students need to do to meet stipulated levels of achievement. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12.4 | Students receive detailed and supportive verbal and written feedback on their assessments and overall performance and progress, which are effectively monitored. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12.5 | The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12.6 | There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Information on assessments is given on the virtual learning environment (VLE) and the online registry, which enables students to see what the assessments are for each module and the related submission dates. Students can also access their results on the VLE.

Assessments, which are appropriate and relevant for the module level and content, are mapped to the ILOs. All assessments are subject to robust internal and external moderation before being approved by the partner university.

The policy states that students should receive feedback within 20 days. Students confirmed that they received feedback in a timely manner. Feedback is given to groups in the class, through comments on scripts and by e-mail. Students confirmed that the feedback was helpful and appropriate and noted that additional feedback or clarification could be requested from the individual member of staff in their published office hours.

All new students follow a course in academic skills, which includes tuition on academic malpractice and how to avoid it. This is reinforced by information included in the student handbooks which have a section on academic malpractice and include the sanctions imposed where it is detected. Assessments are also submitted by means of recognised plagiarism software. Together, these measures are fully appropriate to support students in avoiding academic malpractice and for the institution to detect it, where it does occur.

The generic student handbook also covers policies and procedures on mitigating circumstances. The procedure varies a little depending on the partner university and specific guidance is included in the relevant programme handbook.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

MC develops the majority of the course materials to meet the ILOs, following guidance from the relevant partner university. The materials are appropriate for the level of study and students find them accessible and helpful.

The annual monitoring review of courses is conducted together with the partner university and this provides an opportunity to make changes to enhance the programme and to ensure that it remains current and relevant.

Teaching observations carried out during the inspection demonstrated the effective use of teaching aids and learning resources. This included practical sessions in subject specific facilities, including the architecture studio and the multi-bed physiotherapy clinic.

Teaching materials, such as slideshow presentations, are made available to students after the session on the VLE as well as other materials designed to extend students' learning. References are also provided for online resources, including those of the partner university. This ensures that students have access to a wide and relevant range of resources to support their learning fully.

INSPECTION AREA - STUDENT SUPPORT, GUIDANCE AND PROGRESSION**14. Students receive pastoral support appropriate to their age, background and circumstances**

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Student support services include a counselling centre, a disability support centre and a student life and alumni office. The staff in all these support services provide effective welfare support. In practice, students tend to approach their programme leader who directs them to the appropriate support, which may be the departmental registry office. Students confirmed that support is available, accessible and helpful.

All students attend a comprehensive induction programme, which starts with the Institution's values, aims and goals and also covers the general rules, information and guidance about studying and support at MC and information about the specific programme. The generic student handbook covers the same information as the slideshow induction presentation thus ensuring that students have access to the information after the induction period. Induction includes a campus tour and an introduction to the library.

The generic student handbook includes MC's policies on equal opportunities, equality and discrimination and guidelines on what to do if an instance of discrimination occurs.

Students expressed full satisfaction with the support offered, access to it and the approachability and availability of staff who are always willing to help with any issues. Staff can be approached by e-mail or face-to-face during office hours. Relationships between staff and students are professional, supportive and much valued by students and staff alike.

Senior management stated clearly that extremism and radicalisation are not issues in the Greek context and there are no local statutory requirements.

15. Students receive appropriate academic support and guidance

| | | | |
|------|--|---|--|
| 15.1 | Students have appropriate access to teaching staff outside teaching and learning sessions. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.2 | Students have access to appropriate support to enable the regular review of their academic progress. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.3 | Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention is made, where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.4 | Academic support, advice and guidance on alternative programmes are provided to students who are judged not to be making sufficient progress and/or who wish to change their pattern of study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.5 | Students have access to appropriate advice and guidance on careers and further study and any professional body exemptions that may be available. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.6 | The institution has a fair complaints procedure that includes an external adjudicator, for example, the Office of the Independent Adjudicator (OIA) in the UK, and students are informed of how to submit a complaint. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.7 | Students are advised of BAC's complaints procedure. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 15.8 | Instructions and suggestions on how to study are made available to assist students to learn effectively and efficiently. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15.9 | Students with special educational needs and disabilities (SEND) are identified so that appropriate support can be provided. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The student portal includes an e-mail facility which enables students to contact teaching staff outside scheduled staff hours. Staff also have advertised office hours when they are available for students.

Each student is assigned a Personal Academic Tutor (PAT) who they meet with twice a year to review progress. Students confirmed that the system worked well and was supportive of their progress. A struggling student may be identified through low attendance levels and/or by teaching staff. In this case, the student can be referred to an appropriate member of staff at any point during the semester.

MC has a career and employability office within student support services. The office arranges annual career fairs that are attended by around 45 companies. Organisations that offer student placements may also attend the career fairs. MC is currently developing online careers guidance so that students will have twenty-four-hour access to advice and guidance.

Information about professional body membership, for example, the British Psychological Society (BPS), is included in the programme handbooks.

The complaints procedure is included in the generic student handbook and also in the QMSM. The procedure clarifies that students have recourse to the complaints procedures of the relevant partner university if they are not satisfied once the MC procedures have been used. Students are also advised of their rights to access the Office of the Independent Adjudicator (OIA) in the UK.

15.7 There is no evidence that students are advised of the BAC complaints procedure.

The disability support centre provides support to students with special educational needs and disabilities. Students are required to declare any needs on application. This triggers referral to the disability support centre, through which appropriate support is put in place. The disability support centre also offers advice on referrals for diagnosis. This can happen where a student has an undiagnosed need which hinders their ability to study effectively. Once a diagnosis is received, the centre ensures the appropriate support is provided to facilitate the student's learning.

The academic learning centre and VLE provide general support for study skills and the English language department offers language tuition to support students' learning on the programme that is delivered in English.

16. International students are provided with specific advice and assistance

- | | | | | |
|------|--|---|-----------------------------|-----------------------------|
| 16.1 | Before their arrival, international students receive appropriate advice on travelling to and living in their chosen country of study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 16.2 | On arrival, international students receive an appropriate induction on issues specific to the local area. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 16.3 | Information and advice, which is specific to international students, continues to be available throughout their time at the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 16.4 | Provision of support takes into account cultural and religious considerations. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 16.5 | Where possible, students have access to speakers of their own first language. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

MC has developed a comprehensive package of guidance and support for international students. This starts with pre-travel advice and guidance on visa applications. MC will meet international students on arrival and take them to their accommodation, which may, in the first instance, be a hotel.

Whilst MC does not offer any accommodation, it does provide information on accommodation for international students. The Institution checks all the accommodation to ensure that it meets appropriate standards before including the details of it and passing them to the international students.

There is a comprehensive Arrival Guide for international students which has sections on studying at MC, living in Athens, staying healthy and safe, travelling in Greece and other useful information.

International students have an appropriate orientation programme. This is run before the start of the semester to ensure that their immediate needs are met and that their initial questions are answered before the institutional induction, which they attend alongside non-international students. This facilitates the smooth integration of international students into studying at MC.

International students are paired with non-international students, who further support the international students' integration into studying and life at MC.

There are staff at MC who are fluent in Russian, Arabic and other languages. As a result, they can provide support to international students in their home language. This information is not currently made explicit to students.

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 followed up promptly. Yes No NA

This standard is judged to be:

Met Partially Met Not Met

Comments

There is a clear, published policy on student attendance, requiring 80 per cent attendance in order for students to be allowed to sit final assessments.

Student attendance is monitored by the teacher at the start of each class. The register is passed to the departmental registry where the data is inputted into the relevant system.

Students whose attendance is a cause for concern are contacted by telephone with follow up letters. Appropriate support is provided to students to address any issues that are impacting adversely on their attendance.

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

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

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 which may be of interest. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 19.2 | The social programme is responsive to the needs and wishes of students and activities have been chosen with consideration of their affordability. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 19.3 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and/or experience. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 19.4 | Students are encouraged to develop and participate in extramural activities and, when studying remotely, the activities include appropriate use of online forums or channels. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 19.5 | The institution supports and encourages peer interaction through a variety of channels, e.g. social network forums and channels. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Information about social events and leisure activities organised on campus is disseminated online and on screens in the buildings on campus. At the time of the inspection, information on the screens was only in Greek which may mean that not all students are able to understand what is offered. Leisure activities include basketball, football and dances. MC also has a swimming pool that is located close to the campus.

Students expressed their full satisfaction with the opportunities to engage in leisure and social activities.

MC has an initiative for corporate and social responsibility which operates at corporate, campus and departmental levels. At corporate level, this includes campaigns such as providing food and clothes for populations in need. At campus level, it includes the provision, for example, of scholarships for those affected economically by the Greek financial crisis or environmental work such as cleaning the beach. At departmental level, an example is the Department of Psychology, which gives skilled support to voluntary organisations to enable them to continue to run. Staff and students engage together in these activities which promote MC's values and student staff relationships.

INSPECTION AREA - PREMISES, FACILITIES AND LEARNING RESOURCES

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

| | | |
|------|---|---|
| 20.1 | The institution has secure tenure on its premises. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 20.2 | The institution has the legal right to use these premises for the delivery of higher education. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 20.3 | Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

MC owns the Maroussi campus with all the buildings and facilities.

The premises conform to legal requirements to enable MC to operate as a provider of higher education.

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

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

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The campus is safe and secure. There is one entrance which is manned by security staff. Students show their identity card to enter and all visitors are checked.

The premises are bright, airy and clean and provide a good environment for student learning.

There are appropriate and displayed health and safety rules for areas of particular hazard. For example, the biomedicine laboratories are locked, and entry is only possible accompanied by an appropriately trained member of staff.

There is adequate signage throughout the buildings which enables students, staff and visitors to find their way round easily.

The premises provide good circulation space with appropriate areas for relaxation both inside and outside. There is a good-sized cafeteria.

Rooms have air conditioning units, which can also be used for heating.

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

| | | | | |
|------|---|---|-----------------------------|-----------------------------|
| 22.1 | Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 22.2 | Classrooms and any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level which allows for the effective delivery of each programme. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

22.3 There are facilities suitable for conducting assessments such as examinations. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Classroom accommodation is fit for purpose with a range of classroom sizes. Most are flexible spaces that are furnished with desks and chairs that can be moved. There is one large lecture room with flexible seating which can be used for examinations, large lectures and performances such as theatre performances and concerts.

Specialist facilities are good. There is an architecture studio which provides students with professional level facilities. There are also specialist facilities to support different curriculum areas. For example, multi bed clinics for physiotherapy, workshops for engineering and play areas for early childhood studies which fully meet the needs of students.

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 sufficient provision in the library for private study, including a quiet room. There are also appropriate facilities for group work.

All teaching staff, including part time, have office space for working and there are bookable meeting rooms for holding private meetings with students.

There is a bright clean cafeteria which is used by both students and staff.

There is a set of lockable lockers in each building which students can use to store possessions.

Each department has a suite of offices for the departmental registry, which provides the administrative support to the department. The offices are appropriate in size and conveniently located near the teaching spaces. The offices are easily accessible to students.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 24.4 | There is a well-organised lending policy. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 24.5 | The library is adequately staffed with appropriately qualified and experienced staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 24.6 | Library opening times are sufficient to encourage and support students' independent learning. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

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

Comments

The library is well equipped with physical and online resources. It is staffed by three librarians all of whom have degree level information management qualifications. There is currently adequate space. Expansion of the student numbers at Maroussi campus may require increased floor space and study stations: provision for this exists.

The library stock is determined by partner university requirements. Programme leaders inform the library of these requirements. Currently the library has been able to meet all requests for books without any budgetary constraints.

The generic student handbook includes guidance on library rules and services. However, there are no details of the lending policy and no library handbook describing policies, procedures and management is published.

The library is open from nine in the morning until eight on weekdays and from nine to five on Saturday. The campus is closed on Sundays. Students confirmed that the opening times meet their needs and expectations.

25. The information technology resources are well managed, effective and provide a fit-for-purpose learning resource for the student body

| | | | | |
|------|--|---|-----------------------------|-----------------------------|
| 25.1 | There is appropriate technological access and sufficient connectivity to enable students to study flexibly. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 25.2 | Students have effective online resources that assist with their learning, optimise interaction between the institution and the student and enhance instructional and educational services. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 25.3 | There is provision of appropriate, up-to-date software and virtual learning environments which reflect the needs of the programmes. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 25.4 | There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 25.5 | The institution has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide support to students, academic staff, and students and staff working remotely. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 25.6 | The institution makes effective provision for students to access conventional and online resources. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |

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

Comments

MC has a comprehensive IT infrastructure which includes wireless internet access for staff and students and facilities for online access within the library.

There is an MC online system which has a student portal through which students can access e-mail, registry services and the VLE. The VLE and e-mail are heavily used by the staff to support students, both individually and in groups.

The corporate IT department has a Policy and Procedures Manual which details how systems are monitored, reviewed and kept up-to-date.

There are three appropriately qualified onsite staff in the IT department. There is also additional support from an IT specialist from within the wider MC group.

Should a programme leader identify the need for additional IT infrastructure, this will be requested from the IT department. IT needs are included in the annual review cycle.

INSPECTION AREA - QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

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

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|------|--|---|-----------------------------|
| 26.1 | The views of all stakeholders are canvassed and recorded regularly, considered objectively, analysed and evaluated thoroughly and, where necessary, appropriate action is taken. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 26.2 | Student feedback is obtained through appropriate formal student representation mechanisms. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 26.3 | The institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Student feedback is generated through a student satisfaction survey which is administered each semester. The returns are analysed at a department level by the departmental registry. The analysis is presented to programme leaders and fed into programme committee meetings. The non-academic elements are reviewed by the departments and campus director. Feedback is gathered from partner universities through regular joint meetings and responses to annual reviews. Feedback from other external stakeholders is appropriately obtained and based on close working relationships, as, for example, with some placement providers.

There are two student representatives for each year of each programme. The representatives are trained and there is a very clear and appropriate slideshow presentation which helpfully indicates good behaviour and practice, as well as poor practice that representatives should avoid. This is an area of good practice. Student representatives are members of all appropriate committees, to which they provide feedback on the students' views. Students reported that the system works well and could provide examples of changes made in response to their feedback.

Programme and departmental committees consider the outcomes of annual reviews and an appropriate action plan is drawn up in response.

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

- | | | | |
|------|---|---|-----------------------------|
| 27.1 | All quality management policies and procedures are clearly documented and are brought to the attention of staff and, where appropriate, students and other stakeholders. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.2 | The institution's quality assurance policies and procedures appropriately inform its strategic management. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.3 | The principles of quality assurance are embedded throughout the institution to ensure a quality ethos. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.4 | The institution undertakes regular and systematic monitoring of its operations and reviews all aspects of its performance against clearly specified and appropriate performance indicators. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

| | | | |
|-------|---|---|-----------------------------|
| 27.5 | Management compiles regular reports that present the results of the institution's reviews and incorporate action plans. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.6 | Particular attention is paid to the quality of the student learning experience and to ensuring that there is fair treatment of all students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.7 | The nominated course leader produces an end-of-session, end-of-semester or end-of-year course report that includes measures of student satisfaction, completion rates and achievement levels. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.8 | The nominated programme leader, drawing upon reports from its constituent courses, produces an annual programme report, which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.9 | Key performance indicators include an analysis of student outcomes in terms of year-on-year performance, which highlights any significant variations. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.10 | General performance reports include an analysis of year-on-year data, including on student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.11 | Review and revalidation of programmes on a regular basis involves external assessors as appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.12 | Institutional systems ensure the effective consideration of programme reports and that appropriate actions are incorporated into action planning. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Responsibility for academic quality and standards rests with the corporate level Quality Department. The comprehensive quality manual, the QMSM, clearly describes the principles and frameworks for quality management across the Institution as a whole. In addition, there are quality process that are determined by the partner university; the details of these are available to staff through the website and are clear and well-understood.

Day-to-day quality management is undertaken by the individual module leaders, supported by the programme leader. All modules are subject to annual review which results in an associated action plan. This process informs the comprehensive programme Annual Monitoring Review (AMR) which includes statistical data for recruitment, progression, retention and resourcing as well as more qualitative academic performance data. The details and nomenclature vary depending on the partner university requirements.

Review and revalidation of programmes are conducted by the partner university with input from MC and from external examiners and professionals from relevant areas both in Greece and in the UK. This ensures that the programmes are fit for purpose.

28. The institution has a strong commitment to, and procedures that facilitate, continuing enhancement of its provision

| | | | |
|------|--|---|-----------------------------|
| 28.1 | Good practice is effectively identified and disseminated across the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 28.2 | End-of session course and annual programme reports include improvement and ongoing developments made and identify further areas requiring enhancement. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 28.3 | Action plans for enhancement are implemented and reviewed regularly within the institution's committee structure. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Good practice is identified in the AMR, which is the key document used to identify areas for improvements and opportunities for enhancement. The AMRs contain annual action plans and a review of progress made on the previous year's action plan.

The end of session reports and annual reviews are requirements of partner universities and, in each case, meet the relevant expectations. MC also reviews the annual reports for actions that it takes internally, demonstrating the institution's commitment to the enhancement of its provision.

Visits by partner university link tutors provide a vehicle for the sharing of good practice and the opportunity for staff development seminars. These promote quality enhancement. There is room for the development of further opportunities for the sharing of good practice in teaching and learning across MC so that practice in different departments is shared across departments more consistently.

INSPECTION AREA – ONLINE, DISTANCE AND BLENDED LEARNING

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

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

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

Comments

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

The clarity of the effective governance structure, which is included in a range of documents.

The dissemination of information about governance structure to all stakeholders which ensures awareness and understanding of governance is an element of good practice.

The key areas of the strategic plan are relevant and realistic.

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

GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's Strengths

The comprehensive coverage in the QMSM of the administrative structures, committee terms of reference and membership which provides clarity and transparency.

The localised registries which offer students an effective and approachable point of contact.

Well qualified and committed staff in academic, managerial and administrative areas.

| Actions Required | Priority H/M/L |
|--|---|
| 9.4 MC must formalise regular opportunities for staff to meet to discuss their research and scholarly activity to help promote a research culture in MC. | <input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low |

TEACHING, LEARNING AND ASSESSMENT

Institution's Strengths

The high degree of congruence between the teaching, assessment and the intended learning outcomes.

The comprehensive approach to developing students' understanding of academic malpractice.

The range of teaching sessions and the supporting resources which provide students with a very good learning experience.

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

STUDENT SUPPORT, GUIDANCE AND PROGRESSION

Institution's Strengths

The comprehensive induction programme which provides students with a solid base for their educational experience at MC.

The range of support and its accessibility which facilitates students' progression and achievement.

The strategic approach to growing international student numbers and the practices used to ensure international students integrate fully into life and study at MC.

The corporate and social responsibility initiative which demonstrates MC values, engages both students and staff contributing to the good relationships between them which promotes a collegial environment conducive to learning.

| Actions Required | Priority H/M/L |
|---|---|
| 15.7 MC must advise students of the BAC complaints procedure. | <input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low |

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's Strengths

The campus which is secure, bright and welcoming and affords a very good learning environment for both students and staff.

The learning resources and facilities many of which are professional standard and provide students with learning opportunities relevant to their areas of specialism and practice.

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

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's Strengths

The Quality Management System Manual which brings together the organisational structure, policies and procedures in a transparent and coherent way and is an example of effective practice.

Student representation which is well organised and includes very good training and guidance which promotes its effectiveness.

The strong, active and collaborative links with partner institutions which ensure a high quality educational experience.

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

RECOMMENDED AREAS FOR IMPROVEMENT

It is recommended that MC develop a research policy and strategy to support the development of research and the effective work of the research centre.

It is recommended that MC considers developing a comprehensive, multi-faceted language policy for the Institution as a whole to ensure that students are able to benefit fully from all aspects of the Institution, academic, pastoral and social.

MC is recommended to develop a statement on the library lending policy and include it in the student handbook to ensure full understanding of the library services.

To further enhance teaching and learning and promote the more systematic sharing of innovative and effective practice, it is recommended that MC considers establishing a focal point for teaching and learning possibly parallel to the focal point established for research.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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