

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Independent Higher Education Re-accreditation Inspection

**INSTITUTION:** Mediterranean College

**ADDRESS:** 8 Pellinis Street  
Athens  
112 51  
Greece

Egnatia 2-4  
Thessaloniki  
546 26  
Greece

**HEAD OF INSTITUTION:** Ms Katerina Xini

**DATE OF INSPECTION:** 24-26 February 2020

**ACCREDITATION STATUS AT INSPECTION:** Accredited

**DECISION ON ACCREDITATION:**

- Re-accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation withdrawn

**DATE:** 21 May 2020

## **PART A – INTRODUCTION**

### **1. Background to the institution**

Mediterranean College (the Institution) was the first independent English-speaking college to be founded in Greece, in 1977. It is established as a privately-owned limited company and is licensed and approved by the Hellenic Ministry of Education. As a result, its awards are internationally recognised and professionally equivalent to the ones awarded by Greek State Universities.

Mediterranean College offers a broad portfolio of franchised undergraduate and postgraduate courses in partnership with reputable United Kingdom (UK) universities. Students have the option of registering on programmes that are delivered on a full-time or part-time mode and are taught in both English and Greek. Upon successful completion of the courses, students receive degrees and qualifications that are awarded by the collaborating universities.

Mediterranean College has a well-established partnership with the University of Derby (UoD) and UoD provision is delivered across all eight academic Schools and at both undergraduate and postgraduate levels. The Institution also collaborates with Manchester Metropolitan University (MMU) although this arrangement is currently in teach-out with an expected completion date of 2021. The Institution has recently established a new partnership with the University of Wolverhampton with one franchise course which commenced delivery in the academic year 2019 to 2020.

The Institution operates on two main sites, one in Athens and one in Thessaloniki, the second largest city in Greece. Both locations are in the city centres and are easily accessible by all means of transportation.

Mediterranean College aims to be an open, inclusive, multi-disciplinary University College, that offers professionally applied programmes, aiming at high student employability, providing personalised support to students and producing graduates with an international perspective.

The Institution is governed by an Executive Board and is managed by the Head of the College. The operational management is split into two areas. These are the academic and administrative areas, with a committee and departmental structure to support these functions.

Mediterranean College in Thessaloniki is a smaller organisation, with its own structure that mirrors that of the Athens site. It is managed by the same Senior Management Team. To facilitate every-day operations, a Regional Manager and an Academic Director are in place at the Thessaloniki site.

The School Coordinators and the Senior Administrator in Athens act as supervisors and coordinators for their counterparts at the Institution in Thessaloniki, to ensure consistency and the quality of the academic processes. Similarly, the administrative functions of student services, marketing, recruitment, Information Technology (IT), operations and finance at Thessaloniki are coordinated by the equivalent functions based in Athens.

### **2. Brief description of the current provision**

The Institution currently offers undergraduate and postgraduate studies in eight major academic disciplines. These are Business, Computing, Education, Engineering, Health Sciences and Sports, Hospitality, Psychology and Shipping. The courses are delivered through 15 undergraduate programmes and 18 postgraduate programmes. There are two postgraduate programmes which currently do not have any enrolments.

At the time of the inspection there were 973 full time and 397 part time students enrolled. All students are over 18 years of age. Ninety-seven per cent of students on the Athens site are Greek and all the students studying at the Thessaloniki campus are Greek. The very small minority of international students in Athens are from Turkey, India and Albania. There is more or less an equal gender split on each campus.

All the programmes are delivered face-to-face in the traditional form of teaching and learning involving lectures, seminars and workshops in a full-time or part-time mode. No programmes are currently offered through online delivery.

There are two intakes of participants per year, one in October and one in February. Applications are welcome all year round and enrolment takes place in these two periods.

### 3. Inspection process

The inspection was undertaken by a team of three inspectors, including a student inspector. It took place over two and a half days and interviews were held with the senior management team, teaching staff and professional services support staff and students at each site. Day one was spent at the Athens site and day two and the morning of day three at the Thessaloniki site. A tour of each site was undertaken. Teaching observations were carried out and various documentation was scrutinised. The staff at the Institution cooperated fully with the inspection process.

### 4. Inspection History

<b>Inspection Type</b>	<b>Date</b>
Accreditation	25 January 2001
Interim	4 February 2002
Re-accreditation	16-17 November 2006
Interim	10-11 May 2007
Interim	29 April 2010
Re-accreditation	18-20 May 2011
Interim	30 April 2014
Re-accreditation	22 & 24 February 2016
Interim	17 May 2018

## PART B - JUDGMENT AND EVIDENCE

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

### INSPECTION AREA - GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

#### 1. The institution is effectively and responsibly governed

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

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

The structure is clearly defined in the organisational chart, the quality manual and staff and student handbooks. Collectively, these documents address the requirement to communicate this effectively to staff, students and other stakeholders in a written format. Conversations with staff and students at both sites confirmed that they were clear about the status of the organisation and the role of the senior management team.

The Academic Committee is the most senior academic committee at the Institution and has no role in financial decision making, hence enabling the maintenance of academic freedom. Additionally, decisions made by the Academic Committee are discussed and agreed with the University partners in so far as they affect the delivery of courses.

As a family business, with a small number of staff involved in the governance and management of the Institution, stakeholders fully understand the link between these two functions which is clearly confirmed within the organisational structure.

Internal and external stakeholders provide appropriate input into the development and implementation of policies. The majority of the policies and procedures regarding academic management and quality assurance are provided to the Institution by their university partners. For other internal policy development, there are a range of formal and informal mechanisms for staff and students to share their ideas and opinions and effect change in developing policies. The formal mechanisms include the Student Liaison Board and regular Faculty meetings. The Institution buys data from external organisations to identify gaps in the market and regularly consults with employers and industry colleagues to support new development of the provision.

Mediterranean College addresses risk assessment effectively in a pragmatic and systematic way. Senior staff assess risk on a daily basis and respond accordingly. The Institution's Strategic Framework demonstrates that senior colleagues are aware of the potential impact of external factors on the operations of the Institution and are planning effectively to

mitigate against certain situations. One of the major risks for the Institution would be to work with just one university academic partner. Staff have responded to this risk by engaging pro-actively with additional university partners and have recently begun working with a new partner UK university.

The appropriate procedures for risk assessment include regular Executive Board meetings where both operational and strategic risks are assessed. The staff have limited experience of developing formal risk registers and that enhancing this process would be useful to identify all types of risks and to introduce mitigation where possible to reduce risks.

Relationships with educational organisations such as the university validating partners are detailed within a contract and operational documents clearly define the roles and responsibilities of each partner.

There are many clear and effective channels of communication between the executive, academic management, staff, students and other stakeholders, including the Institution's owners. As a result, a range of stakeholders have both formal and informal ways of gaining and sharing information and having appropriate input into decision making.

## 2. The institution has a clear and achievable strategy

2.1	The institution has a clear strategy for the development of its higher education provision, which is supported by appropriate implementation plans and financial management and takes into account the quality of the student experience.	<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 Institutional Strategic Framework clearly sets out the direction for the Institution's development of its higher education provision based on the Institution's mission and aims which demonstrate their commitment to providing a high-quality student experience. The Institution plans to increase student recruitment initially by increasing numbers on existing courses and, in the longer term, by adding additional courses. The Finance Department continually monitors student numbers, income and expenditure and sets the institutional and departmental budgets based on projected income for the next academic year. Once enrolment data is finalized, the operating budget for the year is confirmed.

As a commercial organisation, the strategy for the development of higher education is very much focused on offering programmes that meet the market demand. The Institution acquires market data to support this process. Alongside this, employers and industry colleagues are consulted to identify specific markets. Within the Institution, information is gathered from staff and students on the quality of delivery of the programmes which, in turn, impacts on strategic decisions relating to the programmes offered.

The strategy, mission and aims of the Institution are prominent in staff and student handbooks and externally on the website resulting in a wide range of stakeholders understanding the direction of the Institution.

The Institution has Key Performance Indicators (KPIs) relating to recruitment targets, progression data and staff and student satisfaction which are systematically reviewed at individual, departmental and institutional levels. Data is input into electronic systems and databases enabling senior managers to have effective oversight of financial, academic and quality matters. Managers confirmed that they take a pro-active approach to the oversight of KPIs and will address issues on a daily basis if appropriate, for example, regarding recruitment data. Some KPIs regarding student progression and delivery of the programmes are reviewed and actioned through departmental and institutional committee structures and operational procedures with their partner universities.

### 3. Financial management is open, honest and effective

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

Mediterranean College conducts its financial matters professionally, transparently and with appropriate probity. The Finance Department operates as a separate entity from the academic structures to ensure academic decision making is not influenced by financial matters.

The finances of the Institution are under scrutiny by the state tax authorities, according to national commercial legislation. The financial accounts of the company are published. Tax and social security liabilities clearance are standard requirements to obtain and sustain a College licence. The relevant documentation is submitted to the Hellenic Ministry of Education.

## INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

### 4. The institution is effectively managed

- |     |   |   |                             |
|-----|---|---|-----------------------------|
| 4.1 | The management structure is clearly defined, documented and understood by all stakeholder groups including governors, management, staff and students.   | <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 organisational structure is well defined and staff roles and responsibilities are fully understood by stakeholders. The structure suitably separates the academic and administrative functions. The website and the comprehensive staff, student and quality handbooks provide a useful reference point for all this information. The small size of the Institution allows for effective clarification of responsibilities via informal mechanisms as well as regular departmental meetings.

There is a well-designed committee structure providing clarity on reporting lines, committee responsibilities and membership. Meetings are recorded and action plans are developed, implemented and monitored as appropriate.

All publicity and other published material are managed by the Marketing and Communications Department which has well developed and robust procedures to ensure the accuracy of publications. Materials are updated annually and appropriate materials are developed to publicise specific events and activities. The partner universities have oversight of marketing materials which refer to the partnership and their awards.

**5. The institution is administered effectively**

5.1	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.2	The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.3	Administrative policies, procedures and systems are well documented and disseminated effectively across the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.4	Classes are timetabled and rooms allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.5	Data collection and collation systems are well documented, accurate and effectively disseminated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.6	Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.7	Students' records are sufficient, accurately maintained and up-to-date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.8	Staff records are sufficient, accurately maintained and up-to-date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.9	The institution has a robust security system and policies in place for protecting the data of its students and staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.10	The institution has processes, through which the institution verifies the student who registers on the programme is the same student who participates on and completes and receives the credit.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.11	There are secure and efficient procedures for the administration of examinations and other means of assessment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.12	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.13	The institution makes student records and transcripts available to its students in a timely manner.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.14	There is a policy on the collection of and refund of students' fees which implemented effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

The administrative team is of an appropriate size to ensure the smooth running of the Institution. The administrative functions work well and are based on a clear structure with well-defined roles and responsibilities. The administration provides an effective and efficient service to support the operation of the Institution and covers a range of areas such as marketing, admissions, enrolment, liaison with the partner universities, student support and general academic administration.

Administrative processes and procedures are effective and understood by all staff as they are detailed in the staff, student and quality handbooks. Additionally, partner universities' procedures are readily available via the partner's intranet site.

Class timetabling is done well in advance with suitable allocation of rooms and facilities. It is effectively communicated to staff and students at the start of each semester. Additionally, there are notices on doors detailing the classes taking place.

The Institution uses both partner universities' systems and their own intranet for recording student data. Partners' intranets are used for course specific student data, with the Institutions own intranet used for day-to-day operational data. This approach provides an effective, sufficient, accurate and clear structure for data collection. Staff data is appropriate and is managed via the Institution's intranet. The Institution complies with local data protection regulations and that of the partner universities.

Data security is ensured by both the Institution's and the partner universities' systems which have access that is limited to those staff authorized staff who require it, from specific computers.

There is an effective system to ensure that students can be identified effectively throughout their time at the Institution so that impersonation is avoided. As a result, the Institution is able to verify that the student who registers on the programme is the same student who participates on and completes and receives the credit.

A robust system for the management of all assessments is proactively overseen by the Administrative Department. Academic staff, working with university partners, set assessments and ensure they are moderated internally and externally. The Administrative Office monitors the process, providing effective support as necessary and ensuring all assessments are available as needed.

Moderation procedures, both at the Institution and at the university partners, are comprehensive and thorough. The Institution's quality manual provides clarity on the process to be followed both for English language and Greek assessment instruments.

Timescales for marking, moderation processes, examination boards and the production of transcripts and certificates are clearly defined and reasonable. These are well communicated to students and adhered to.

The student handbook clearly describes the circumstances under which the refund of fees will be made.

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

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

**This standard is judged to be:**

Met     Partially Met     Not Met

#### **Comments**

The procedure and standards for the appointment of academic staff are robust and well described within the Institution's quality handbook. Appropriate procedures for their implementation have been developed and work well.

Both academic and administrative staff roles and responsibilities within the organisational structure are clearly described and understood by staff. A review of the staff Curricula Vitae (CVs) confirmed that staff are well qualified for their roles.

The Institution's quality handbook provides comprehensive and appropriate guidance on the induction process for academic staff which is thorough and well implemented.



The Institution has a clear Equal Opportunity Policy that applies to both staff and students. The policy is suitable, and clear, on equality and diversity issues. Additionally, a staff complaints procedure is formally and suitably described in the staff handbook. Staff are clear about its existence and how it operates.

An appropriate formal staff evaluation process is used well to support staff and to identify training needs. The process is clearly described and implemented. Staff are monitored and have regular meetings with their line manager and senior staff. Staff are able to undertake qualifications to support their development as well as various staff development opportunities offered through their partner universities and externally. Classroom observations are carried out for academic staff. The academic staff confirmed the benefits of this peer review.

The Institution recognises that its significant use of part-time teaching staff requires it to have a robust development plan for all staff. An Annual Staff Development Plan is used to provide on-going effective support for all staff, the Annual Learning and Teaching Conference being a highlight. There is a formal appraisal system resulting in individual development actions for each staff member.

## 7. Academic management is effective

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

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

The Institution works closely and effectively with its university partners for the development of new programmes. The design and validation of the programmes are the responsibility of the awarding body. However, staff at the Institution are actively encouraged to input into any changes they may require to localise the curriculum.

Well written and comprehensive handbooks clearly state the programme Learning Outcomes and provide students with a thorough overview of the programme. Staff and students are aware of where to find these handbooks.

Programme boards are fora where all issues associated with course delivery are reviewed and actions taken. These work well and effectively inform the forward-looking continuous monitoring reporting.

Resource identification and provision are an integral part of new course development. Once programmes are in existence, resources can be requested to support the delivery via the Learning Resources Development Committee. Together these ensure that the necessary resources are identified and obtained.

The core teaching materials are provided by the partner universities. Staff at the Institution are well supported to develop additional supportive course materials via induction, an annual appraisal, staff development plans and other activities focused on effective teaching.

Student feedback is requested via mid module, end of module, end of semester and annual surveys. Outcomes and actions arising from this feedback input into decision making around the academic provision. Responses to student suggestions are considered in the Student Liaison boards' meetings.

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

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

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

A well designed and accessible website provides comprehensive and consistent information on courses, their entry requirements and the application documents to be provided. The entry requirements, including the level of English Language, are set by the partner universities and effectively implemented by Mediterranean College.

All students are required to complete an application form which meets the requirements of the Institution and the partner universities as well as ensuring all students are suitably assessed for admission.

An academic interview is compulsory. This is formally recorded and provides an appropriate opportunity for a discussion between the applicant and the Institution and to identify any specific individual needs of applicants. Students confirmed that they attended interviews prior to joining the course and that they were counselled on their choices and provided with options. During the interview the Institution confirms the applicants' level of English language and checks their qualifications and experience prior to making an offer.

For well-established courses, the university partners delegate authority to the Institution to make provisional admission decisions on standard applications whilst retaining ultimate responsibility for all admissions.

Prior learning and its assessment are the responsibility of the partner universities. The Institution refers those applicants with non-standard backgrounds to the partner university and the partner university makes the final decision on enrolment.

The Institution uses few agents and those that are used are carefully selected, trialed and evaluated. These procedures are effective and ensure that agents are recruiting appropriate students.

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

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

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

#### Comments

Whilst the Institution is not a research-oriented college, they ensure that those staff who wish to undertake research are encouraged, supported and facilitated to do so. Funding to support research is readily available.

Research active staff indicate they are well and suitably supported to pursue their research interests. There is no formal research strategy or document which draws together all strands supporting research. It is anticipated that this will be developed in the current discussions with the University of Derby leading to the provision of doctoral programmes.

The Institution pro-actively engages with industry specialists, inviting them to attend conferences and speak at various events.

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

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

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

#### Comments

Marketing materials provide an accurate representation of the premises, facilities and resources.

The Institution has a Marketing Department that provides a clear focus for all publicity material and ensuring its accuracy. A final sign-off procedure by the Director of Marketing acts as an effective further check on all publications.

A consistent, accurate and comprehensive website provides full details of the available courses, as well as providing clarity on assessment and progression. This information is further described in the student and quality handbooks. Students are informed of their financial commitment during the application process, associated interview and offer letter. Students confirmed that they were given accurate information about the programmes prior to joining, including what costs they would be likely to incur.

The regular checking of materials ensures the accuracy and currency of all publicity material, both online and hard copy, and additionally there is an annual review and updating each summer. For new partnerships, materials are sent

to the awarding bodies for checking prior to publication which ensures that students are well informed of the status and level of the qualification and who is validating the award.

## INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

### 11. Academic staff are effective in facilitating student learning

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

Lecturers are allocated to teach on appropriate courses and levels given their qualifications and experience. CVs indicate that staff are well qualified and have a wide range of relevant industrial experience and are experienced teachers. Many lecturers have a Doctor of Philosophy (PhD) qualification.

Timetables, lesson observations and feedback from students indicate that staff are appropriately allocated to courses to ensure a consistent learning experience. Delivery is effectively monitored via internal lesson observations carried out by the management team.

Module handbooks and the teaching materials provided by partner universities demonstrate that lessons are effectively planned. They meet the requirements of relevant module descriptors and fully cover stated learning outcomes. Additionally, the design of the programmes and modules supports the development of the students' knowledge and skills and enables them to be successful in final examinations and assessments. This is confirmed through the success rates of students.

Academic staff are effective in planning their lessons to meet the needs and learning styles of their students who progress well within their lessons.

Lesson observations show that academic staff are effective in using a mixture of group and individual activities to engage students to keep their interest and effectively support their learning. Additionally, there was clear evidence that staff are effective in encouraging and developing students' independent learning skills via in-class activities and pre-class tasks. An annual Student Excellence Conference and an extensive programme of extra-curricular activities further support the development of independent learning for students.

Students and staff have access via the Institution's virtual learning environment to a wide range of appropriate and high-quality learning and study resources. Students and staff confirm that the Institution fully encourages and is highly

supportive of their use. Additionally, staff and students have access to the electronic learning resources of their partner universities.

There is a range of engineering equipment and IT laboratories to support the delivery of the programmes.

Students have access to a wide range of extra-curricular activities. These include an annual Student Excellence Conference and a number of employment-led and supported initiatives.

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

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

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Through their module handbooks, students are able to access a detailed assessment schedule which provides clear assessment and assignment submission dates and examination revision periods. Students confirmed that they are aware of the nature and timing of the assessment of their course, together with the revision periods.

Staff and students confirmed that a wide range of effective assessment strategies are used to ensure all required learning outcomes are met and that the assessment methods used are relevant to the nature of the course.

Detailed assignment briefs provide clear and well written tasks which are effectively linked to learning outcomes. Tasks allow a full range of grades to be achieved and are clearly linked to the relevant module grading criteria.

Students confirmed that appropriate oral and written feedback is provided, with academic staff clearly identifying areas where students have done well and where they could have developed their work more. Staff and managers effectively monitor student progress and performance and take appropriate action where students are not progressing as expected.

Appropriate procedures are in place to discourage and penalise students who cheat or submit work that is deemed to have been plagiarised. A clear and appropriate Plagiarism and Academic Misconduct Policy is contained in the student handbook. All written assessment is submitted through commercial software to confirm originality.

Details on how to appeal marks is contained in the student handbook. Students confirm that they are aware of how to initiate an appeal or claim mitigating circumstances via their lecturers. Inspection findings confirm this view.

**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**

Lesson observations and meetings with staff and students confirm that course materials are of a high quality, well designed and are appropriate for the individual courses and level of study.

A comprehensive range of resources are available on the virtual learning environment which effectively support learning and enable students to be successful on their chosen programme of study.

Comprehensive course materials are available to students via the Institution's virtual learning environment. The materials are of a high quality, up- to-date and accurately reflect current knowledge and practice. Staff and managers confirm that materials are regularly reviewed by academic staff. Course materials on franchise provision are supported by the partner universities.

Lesson observations show that a wide range of appropriate teaching aids and learning resources are used effectively to support learning.

The Institution makes effective provision of resources through the on-site libraries and the access to e-books and e-journals through their own and the partner universities' online systems.

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

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

The Institution has a specific department to support students, the Student Affairs Office. This is staffed by knowledgeable and experienced staff who provide an effective support service for students. The department includes a counselling centre, an academic skills centre and a careers office.

Students confirmed that they are aware of the process for accessing both ongoing and emergency support through the student support service and this is detailed in the student handbook. Staff and students also advised that help and support are provided through the personal tutor system. Each student is allocated a personal tutor who provides effective support for their pastoral care and assists with any academic support requirements.

There is a comprehensive induction programme, through which new students are introduced to all aspects of studying at the Institution. The induction includes a tour of the premises, provision of health and safety information, specific programme information and an introduction to the rules and regulations of the partner university where relevant. The induction programme outlines the pastoral support available to students.

The Institution has an ethos which strongly discourages discrimination of any kind. The policies through which this is managed are clearly articulated in the student handbook.

An IT technician is present and available on campus to help the students with any IT technical issues. Students confirmed that they received prompt support after contacting the IT service with their technical problems. Additionally, all staff are available to support students with technical IT issues where they can.

Staff are available to students outside class time through formal published surgery hours where students can meet with their lecturers for one-to-one support and guidance. Additionally, there is a significant amount of informal support to students given by all staff be they academics, support staff or senior managers through their open-door policy.

Students are informed about keeping themselves safe through the student handbook. Additionally, in each classroom there is a list of emergency contacts such as the police and the fire department.

Staff and students are aware of what to do if they consider that any fellow staff or student is showing any signs of radicalisation or extremist behaviour. The Institution's code of conduct provides for any extreme behaviour to be addressed and there is an escalation process which may result in involving external agencies if the issue is of a serious nature.

#### 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**

Staff are available to students outside class time through formal published office hours where students can meet with their lecturers for one-to-one support and guidance.

Students receive both written and oral feedback. They receive the feedback and grades online through the virtual learning environment and they can gain verbal feedback if they wish by meeting with their lecturer. Students have oversight of their attainment and progression via the virtual learning environment.

There are appropriate processes to identify students who are not making sufficient progression. Such students are identified and invited to discuss the reasons for unsatisfactory progression. If additional support is required, students can access the academic centre where a plan is put in place to provide support. Their progression is closely monitored and appropriate action is taken to address any lack of progression. Students are not able to change their programme of study once they have commenced.

There is a careers office at the Institution which organises an annual careers and industry fair for students to obtain employability advice. The Institution also provides appropriate ongoing advice and guidance on careers and further study through the careers office.

The Institution has an appropriate complaints policy which is clearly documented in the student handbook and students confirmed that they were aware of this.

15.7 Students are not aware of BAC's complaints procedure.

There are appropriate processes to support students' learning with advice provided through the virtual learning environment and in person through the academic skills centre. Additionally, students can access partner university resources for guidance on study skills.

Students are invited to identify any additional educational needs on application to the Institution. Staff in the student affairs office will work with the students to provide any specific assistance required to support the students' learning. Tutors are made aware of any specific needs of individual students to enable on-going support to be provided through their studies.

A staff development session is available to help the staff to identify students' individual learning needs.

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

16.1 Before their arrival, international students receive appropriate advice on travelling to and living in their chosen country of study.  Yes  No  NA

16.2 On arrival, international students receive an appropriate induction on issues specific to the local area.  Yes  No  NA

16.3 Information and advice, which is specific to international students, continues to be available throughout their time at the institution.  Yes  No  NA

16.4 Provision of support takes into account cultural and religious considerations.  Yes  No  NA

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

This standard is judged to be:

Met  Partially Met  Not Met  NA

**Comments**

The Institution has a small number of international students and therefore they are supported individually with any specific advice and guidance following contact with the Institution if the required information is not on the website.



International students receive an induction on arrival, providing information on the local area as well as specific course and study information. Local students act as ambassadors to support international students. This support is available throughout the international students' time at the Institution as well as being provided by the International recruitment administrator.

Through the code of conduct, ethics, discrimination and equal opportunities policies the Institution effectively takes into account cultural and religious differences and treats all students fairly and equally.

All students must possess a required standard of English language to enter the Institution. Where possible, students have access to speakers of their own first language.

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

- |      |  |   |                             |                             |
|------|--|---|-----------------------------|-----------------------------|
| 17.1 | There is an appropriate, clear and published policy on required student attendance and punctuality.                | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.2 | There are effective procedures and systems to enforce attendance and punctuality.                                  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.3 | Accurate and secure records of attendance and punctuality, at each session, are kept for all students.             | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.4 | Data on attendance and punctuality is collated centrally and reviewed regularly and absences followed up promptly. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

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

**Comments**

The Institution has an attendance and punctuality policy which is detailed in the student handbook. The policy outlines that attendance and punctuality is monitored and students not adhering to the policy will be sanctioned.

Registers are completed for each session and held on the online platform to enable attendance to be monitored and actions taken where necessary and appropriately documented. Attendance is formally reviewed by the programme leaders on a monthly basis and informally on a more regular basis. Absences are followed up promptly and addressed by tutors, programme leaders and then senior managers if serious intervention is required.

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

- |      |   |                              |                             |                             |
|------|---|------------------------------|-----------------------------|-----------------------------|
| 18.1 | Any residential accommodation is clean, safe and of a standard which is adequate for the needs of students. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 18.2 | Any residential accommodation is open to inspection by the appropriate authorities.                         | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 18.3 | A level of supervision is provided, that is appropriate to the needs of students.                           | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 18.4 | Students are provided with advice on suitable private accommodation.  | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

**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

The Institution has an active student union which organizes relevant social activities for students. Information about these activities is detailed in the student handbook and on the online platform. Students are encouraged to play sport and attend other social events.

The social programme is informed and developed by reference to the student union, class representatives and the student liaison boards. The Student Services Coordinator plays a key role in the organisation and supervision of the social activities and manages the production of a yearly book that is used to highlight student activities and successes.

Social media is popular for interaction between students and staff and is used well to promote social events. The virtual learning environment has a chat forum facility which students can use to interact together.

### 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

The Institution has secure tenure on its premises and has the legal right to use the premises for the delivery of higher education teaching and learning.

#### 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**

At the entrance to the sites in both Athens and Thessaloniki there is a staffed reception desk where visitors are required to sign in and are given badges to wear whilst they are on the premises so that the Institution is aware of all visitors.

The premises are in a good state of repair, decoration and cleanliness.

In the classrooms used for the engineering classes where there is specific engineering equipment, there are appropriate signs advising of the specific risks and the safety procedures to follow.

Students and staff are made aware of the health and safety rules in the staff and student handbooks and this is covered in the students and staff induction when joining the Institution. There are signs with clear exit and fire emergency procedures across the Institution and in every classroom.

There is adequate circulation space, which is more than suitable for the staff and student body, as well as a suitable area for visitors. There are also dedicated areas for social space which students are able to use.

Both sites have appropriate offices for management and administrative staff with a private room for counselling students and private meetings.

The toilet and handwashing facilities on the campuses are adequate. They are clean and conveniently located near the classrooms for easy access.

The ventilation and air conditioning are adequate.

**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.  | <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**

Classrooms and other learning areas are spacious and suitable for the number of students within each class and the layout is appropriate for the effective delivery of the subject material. To secure and maintain the College licence within Greece, the Institution has to adhere to specific space requirements to ensure adequacy of space to deliver its programmes.

Specialist areas, such as the IT and engineering laboratories and observation suites for counselling, are appropriately equipped and students confirmed that the facilities were of a high standard. The partner universities have approved the premises

Classrooms can be arranged to conduct examinations and senior staff at the Institution confirmed that they follow the assessment procedures of their partner universities.

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

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

Staff and students have access to suitable spaces for individual and group work. These spaces are located across both sites and include the use of classrooms, libraries, social areas and individual and shared offices. Areas for storage of personal possessions are available where required.

At both sites the Institution is surrounded by a number of easily accessible and reasonably priced food outlets which staff and students are encouraged to use.

Both sites have suitable office space for administrative staff and there are large rooms which are of a sufficient size to hold staff meetings and social events.

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

24.1	There is sufficient provision of learning materials including books, journals and periodicals and online materials.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.2	There are clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student needs.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.3	The library has sufficient space for student independent study and group working.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
24.4	There is a well-organised lending policy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.5	The library is adequately staffed with appropriately qualified and experienced staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
24.6	Library opening times are sufficient to encourage and support students' independent learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

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

Working with its university partners, the Institution provides a sufficient level of learning materials through a combination of online and physical books and journals. Students confirmed that they were satisfied with the sufficiency of the learning materials. Inspection findings conform this view.

Both sites have a library with a suitably qualified librarian to manage lending and the day-to-day organisation of the stock. The student handbook outlines the role of the library, the services provided and the library's lending policy.

Students confirmed that they are satisfied with the opening hours of the library which enable them to successfully undertake independent learning.

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

There is appropriate technological access and wireless provision within the Institution. The students confirmed that the connection works well and allows them to successfully utilise their devices within the premises. Inspection findings confirm this view.

The virtual learning environment allows students to access online documents and copies of books, periodicals and journals which support their academic work. The virtual learning environment is up to date and provides specific useful programme information. Students confirmed that they access the platform both on and off site and the system supports flexible learning as students use this for independent study such as completing coursework. Academic staff provide regular updates and the marketing staff review the whole virtual learning environment annually to ensure its accuracy.

Effective oversight by the partner universities ensures that the Institution uses appropriate versions of hardware and software to ensure efficiency and currency.

The Institution employs staff to maintain the IT systems and provide technical support. Students confirmed that their requests for IT support are always dealt with promptly.

The Institution provides appropriate access to both conventional and online resources. The partner universities maintain oversight of the resources available for the delivery of their programmes and provide additional online resources.

#### INSPECTION AREA - QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

<b>26.</b>	<b>The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary</b>			
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.  Yes  No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Comprehensive feedback is provided by all stakeholders. Student feedback is obtained through the use of end of module questionnaires, a class representative system, student liaison boards and informal mechanisms used by programme leaders. The resulting feedback is brought together in the continuous monitoring reports which are effective in providing the Institution with a clear view of the student experience.

Staff appraisal, programme and department level meetings provide effective channels for staff feedback to be obtained. All feedback is considered by the Academic Committee and actions implemented as appropriate.

There are close relationships with employers allowing their feedback to be taken and responses provided largely through informal mechanisms which work effectively. The Institution recognises that there is an opportunity to develop its alumni relationships further to elicit feedback from an additional stakeholder group.

Feedback to inform stakeholders of any action taken as a result of their views is provided through informal oral mechanisms. These mechanisms work well. However, a more formalised process would be beneficial to ensure that this is done systematically.

**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

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27.12 Institutional systems ensure the effective consideration of programme reports and that appropriate actions are incorporated into action planning.  Yes  No

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

**Comments**

The Institution's policies and accompanying procedures are well developed and specifically designed to meet the requirements of the partner universities. They are clearly documented in the Institution's quality handbook. University Partners' requirements are clearly set out in the Operations Manual which is used to provide comprehensive guidance for the Institution. Dissemination of these policies and procedures is effective via the Institution's internal committee structures.

The key forum for discussion of quality and decision making is the Academic Committee, which considers all academic activities and records of meetings. Membership of the Academic Committee is broad and comprehensive including senior academic and administrative staff, departmental representatives in addition to students and other stakeholders. This forum works well and provides a robust mechanism for quality maintenance and enhancement.

Quality processes and procedures are largely, and effectively, focused to meet the requirements of the partner universities which is appropriate.

The ongoing monitoring of programmes is based on partner universities' requirements and their mandated continuous monitoring reports and annual monitoring reports. These reports are regularly produced, comprehensive and thorough. Action plans are included, and the overall process is robust and provides the Institution with clarity on the suitability of its programmes.

The Academic Committee meets each semester and takes comprehensive reports from all the academic areas. These are fully considered, discussed and action plans approved.

The Institution has well developed processes to obtain feedback from students via annual surveys, end of module surveys, student representatives and other informal processes. The student view is then incorporated into continual programme monitoring reports providing a robust mechanism for ensuring a strong focus on the student experience.

The continuous monitoring review is used as the core process for monitoring, reviewing and action planning for the majority of programmes. This process analyses year-on-year data, including on student satisfaction, retention and achievement, staff performance, that includes research and other forms of scholarship, and a review of resourcing issues. This is updated at programme team meetings. This process works well and is an example of good practice. Appropriate courses are monitored through the partner universities' formal annual monitoring processes.

External examiners are central to the assessment process. They provide a robust and comprehensive external view on the development and operation of the provision. These external examiners are appointed and managed by the partner universities to ensure the effective maintenance of academic standards at a sector level.

All academic monitoring reports are considered by the Academic Committee which provides an effective forum where decisions, and associated action plans, are agreed. The use of a single decision-making body works well and provides clarity for staff.

The Institution has robust, systematic and well-designed processes to ensure quality is maintained and enhanced. Reporting, review and action planning at module, course and programme level are all reported to the Academic Committee. This has overall responsibility for ensuring quality. This committee works well and strives to enhance as well as maintain quality of delivery at the Institution.

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

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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**

A programme performance log, that details good practice, is effectively disseminated through programme team meetings. Additionally, the annual Learning and Teaching Conference provides an event where good practice is disseminated.

The programme performance logs and continuous programme monitoring reports are used effectively to ensure that opportunities for enhancement are clearly identified. The logs are reviewed by the academic committee. The Academic Committee then considers and approves enhancements with appropriate actions. This provision, together with close liaison with partner universities, works effectively.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated

Yes     No



## PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

### GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

#### Institution's Strengths

The Institution uses highly effective mechanisms to ensure easy and effective communication across all areas.

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

### GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

#### Institution's Strengths

The Institution complies with its partner universities' systems and processes in a highly effective manner.

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

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's Strengths

Committed, motivated and well qualified staff, together with small class sizes, provides an effective learning environment which is highly appreciated by the students.

A wide range of extra-curricular activities such as the annual Student Excellence Conference and a number of employment-led and supported initiatives provide a rich learning environment.

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 whole ethos of the Institution, from enquiry to graduation, is student orientated with the commitment of all staff to support all aspects of the student journey.

Actions Required	Priority H/M/L
15.7 The Institution must make students aware of their opportunity to access the BAC complaints policy if required.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

### PREMISES, FACILITIES AND LEARNING RESOURCES

**Institution's Strengths**

The emergency contact list in all classrooms provides reassurance for students in the event of an incident.

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 rules and regulations from both the partner universities and Mediterranean College are clear and, together, they effectively support the maintenance of high levels of quality.

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

**RECOMMENDED AREAS FOR IMPROVEMENT**

The Institution is encouraged to consider the development of formal risk registers to better identify all types of risks and to introduce mitigation of those risks where possible.

The Institution is recommended to develop a formal research strategy or document which draws together all strands supporting research.

Mediterranean College is encouraged to develop its alumni relationships further to order to useful elicit feedback from an additional stakeholder group.

The Institution should consider formalising the process for providing feedback to stakeholders on actions taken in response to their feedback.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

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