



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM AND SUPPLEMENTARY INSPECTION CHANGE OF MANAGEMENT (Independent Higher Education)

INSTITUTION: Metropolitan College

ADDRESS: 74, Sorou Street
Maroussi
Athens
15125

HEAD OF INSTITUTION: Mr Dimitris Diamantis

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 6–7 July 2021

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation, 8 October 2021

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. MC offers a range of undergraduate and postgraduate programmes under franchise or through validation agreements with universities in the United Kingdom (UK).

MC is a multi-campus institution with campuses in the Maroussi suburb of Athens, in the centre of Athens, and in Piraeus, Thessaloniki, Crete, Larissa and Rhodes.

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

Recent growth at the Institution has led to a reorganisation taking place. The aim of the changes is to provide a clear corporate structure to ensure consistency across all campuses, while allowing each campus to operate independently. The changes include a newly formed executive committee and the introduction of corporate and campus Vice-Principal roles. In addition, schools have been renamed faculties, each with a Dean replacing the Head of School. New faculties have been introduced to match academic disciplines and three additional Dean roles have been introduced to support the reorganisation. In addition, committee structures, both campus and corporate, have been revised to support the reorganised institution.

In 2020, a Graduate School was created to co-ordinate and enhance postgraduate education. Additionally, the Center for Instruction, Research and Technology (CIRT) will be established from September 2021 to provide a wide variety of instructional environments and tools, and support enhanced academic staff teaching, research and student learning. This will be used to provide different learning pathways for all the Institution's staff.

2. Brief description of the current provision

The Institution works with six UK partners. These are the University of East London, Portsmouth University, Queen Margaret University, Southampton Solent University, Oxford Brookes University and the University of London (International Programmes). In conjunction with these partners, it delivers a range of undergraduate and postgraduate programmes in business, Information Technology (IT), health sciences, engineering, architecture and law.

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

All programmes are delivered in person. However, in the second semester of the academic year 2019/20, and throughout the academic year 2020/21, the Institution transitioned to online delivery, as required by the Greek government.

At the time of the inspection, there were 2,129 full-time and 106 part-time students on the Maroussi campus. A small majority of students are female. The vast majority of students are Greek, with a minority coming from Albania. A small minority are international students, originating from Russia, Canada, North Africa and West Asia. All students are aged 18 or over.

There are 182 teaching staff. The vast majority of these teachers are part time or on fixed-term contracts. The provision is supported by 70 management and administrative staff, the vast majority of whom are full time.

Enrolment is at the start of the academic year, in September. There are two semesters each academic year.

3. Inspection process

The inspection was carried out remotely by one inspector over one and a half days. Online meetings took place with senior staff, academic staff, students and administrative staff. Additionally, a virtual tour of the premises was undertaken and documentation was scrutinised. The Institution provided excellent co-operation and was efficient and well organised.

4. Background to the supplementary inspection

The major reorganisation of the Institution's structures and staff changes led to the requirement for the supplementary inspection.

5. Inspection history

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

PART B – JUDGEMENTS AND EVIDENCE

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

1. Significant changes since the last inspection

The Institution has developed a revised structure. This is seen as necessary as the Institution develops more satellite campuses, for example in Rhodes and in Heraklion in Crete, to meet the demand for local teaching. The corporate structure, with its associated five new Vice-Principal roles, is intended to ensure consistency across all campuses, as well as a focus for specific activities. Campus roles include a Campus Director, Campus Deputy Director and a Head of Admissions.

Existing roles have been renamed with specific responsibilities attached to them and new roles have been added to enhance administrative capacity. Vice-Principals have been appointed in corporate roles. These are External Relations, Student Relationship Management, Academic Affairs, Research and Innovation, and Global Engagement.

Schools have been renamed faculties and new faculties have been created. These are the faculties of law, psychology, and sports sciences & physical education. The new faculties will take responsibility for those programmes currently available at the Institution that fall into their domain.

Three Deans have been introduced with corporate positions to provide focus and to lead in specific areas. These are the Deans of the Graduate School, Quality Assurance & Academic Standards, and Educational Technology & Learning Management Systems.

A Graduate School has been created with a remit to provide high-quality postgraduate education focusing on applied research, practical training and entrepreneurship, guided by the principles of social responsibility and addressing societal needs and aspirations. The Graduate School encompasses three areas: academic support, academic programmes, and research and innovation.

2. Response to action points in last report

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.

An element of the Institution's reorganisation was the creation of a Graduate School in 2020. An integral part of this is the Centre for Instruction, Research and Technology (CIRT), which has the specific remit of providing a wide variety of instructional environments, tools and support to enhance faculty teaching, research and student learning.

The implementation of the CIRT has provided an effective and appropriate mechanism to support staff research and provide regular opportunities for staff to meet to discuss their research and to help promote a research culture in MC. The centre has the ability to evolve further in the future as necessary.

15.7 MC must advise students of the BAC complaints procedure.

Student handbooks for each course now include a specific reference and link to the BAC complaints procedure. This ensures that students are made aware of, and have easy access to BAC's complaints processes.

3. Response to recommended areas for improvement in last report

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.

The creation of the CIRT has included an accompanying research and innovation policy and strategy. The policy and strategy are supported with clear actions to ensure the effective implementation of the strategy and provide effective support for the development of the effective work of the research centre.

It is recommended that MC consider 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.

As an element of the reorganisation, the Institution has recently established an international student support office, with a specific remit of providing support to international students. This provides one-to-one counselling on pastoral and personal issues. Additionally, the Institution runs group information workshops about various options available to international students. It organises orientation activities and on-campus marketing and events throughout the academic year, to promote the accessibility and inclusivity of the student experience. The Institution is striving to ensure that all key documentation available is bilingual. This is an effective approach to enhancing the support services and facilities available to international students.

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.

A clear and suitable statement has been developed that provides clarity about the basis for library loans, the number of books that can be borrowed and the duration of loans. This is now included in all student course handbooks.

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

The Institution has made major changes to its organisational structure, one of which is the creation of the corporate academy. Its role is to identify and provide development for the Institution's staff. This is achieved by working with the teaching, learning and student experience committee to provide learning pathways for different members of the staff community, including lecturers, existing and new teaching staff, registry officers, programme leaders and Deans of faculties.

4.1 Governance, Strategy and Financial Management (supplementary inspection)

The numbers below refer to the standards as presented in the Independent Higher Education scheme document and main full inspection report.

1. The institution is effectively and responsibly governed

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

- | | | | | |
|-----|--|---|-----------------------------|-----------------------------|
| 1.7 | All relationships with other educational organisations are defined formally and are fully transparent with those organisations' requirements. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 1.8 | There are clear channels of communication between the governing body, the executive, academic management, staff (including those working remotely), students and other stakeholders. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has a clear organisational structure showing reporting and communication lines, and campus and corporate positions. The responsibilities of each role are documented and are communicated to stakeholders via faculty meetings, e-mail and other consultative forums.

The Academic Board is advisory and is responsible for high-level academic policy discussions. A variety of different stakeholders are members of the Academic Board. These include senior international academics, Chief Executive Officers (CEOs) of Greek industry and the Chairman of the Institution's parent group.

The respective roles of the Board of Directors and the Academic Board are clearly set out in the Institution's quality management system manual. These roles are specifically described and are effective in separating the management and governance functions.

A comprehensive committee structure with clear terms of reference allows for all internal and external stakeholders to contribute effectively to the development of policies and procedures. However, the lack of a committee framework diagram prevents an easy understanding of the relationships between the committees.

There is a well-described and suitable risk management framework that clarifies responsibilities and reporting requirements. The Institution has an effective risk management process, with risk assessment and actions required being regularly considered by the Executive Committee consisting of the Principal, Vice-Principals and Campus Directors.

All the Institution's partnerships are supported by suitable partnership agreements. This ensures clarity with regard to the various partners' responsibilities.

A variety of communication channels exists between the Institution and its stakeholders. These include regular meetings at all levels, ensuring effective communication. Stakeholders confirmed that they feel well informed and are able to make an effective contribution within the Institution.

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 is 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

A suitable corporate strategy is supported by appropriate strategies at faculty level. These are consistent with the overall strategy of updating the organisational structure to meet the developmental needs of the Institution. This approach is appropriate and thorough, enabling the Institution to address its future challenges effectively. Additionally, specific strategies for research and innovation, teaching and learning are also in place.

Academic partners have been fully involved in the development of the new strategy and have had substantial input to the reorganisation, ensuring it meets their needs.

Staff meetings, programme committee meetings, e-mails and other communication channels have been used effectively to ensure all stakeholders are aware of the structural changes and associated strategies.

Included with the Institution's strategy is a requirement for key performance indicators and other specific targets to be met. These are reviewed every three months by the executive committee and actions are taken as necessary. This is an effective mechanism and provides suitable oversight of the strategic targets.

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

The financial management framework described in the quality management system manual is the basis of financial management within the Institution. This includes keeping financial records.

The Chief Finance Officer is responsible for oversight of the Institution's financial affairs. These policies are suitable to ensure openness in financial matters.

In accordance with Greek law, the Institution is subject to an annual financial audit, demonstrating compliance with financial regulations.

4.2 General and Academic Management and Administration (supplementary inspection)

The numbers below refer to the standards as presented in the Independent Higher Education scheme document and main full inspection report.

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

A clear and appropriate management structure exists and has been revised to support changes in, and expansion of the Institution. Most stakeholders are aware of the changes.

4.1 Documentation still has references to the previous structures. In addition, the relationships between the committees that have been established to support the revised administrative and management structure are not well documented and there is no clear description of their reporting lines. As a result, there is still some uncertainty and misunderstanding about the exact organisational structures and associated roles and responsibilities.

Committee meetings are scheduled appropriately in advance and minutes are kept and reported to higher level committees as appropriate. Partners' requirements determine the exact schedule and the agendas of meetings. This is an appropriate approach, given that all provision is governed by partnership agreements.

The marketing department is responsible for the accuracy of all information made available to external stakeholders. Responsibility for the provision of accurate and appropriate information to the marketing department lies with Deans and Heads of Departments. Deans are responsible for the accuracy of academic information, and Heads of Departments are responsible for the accuracy of non-academic information. They carry out these responsibilities effectively.

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 it verifies that the student who registers on the programme is the same student who participates on the course 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 that is implemented effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The recent reorganisation of the Institution was initiated by the need to provide administration that is suitable to support the growth of the Institution. This has been carried out effectively in consultation with stakeholders.

The Institution does not differentiate between management and administrative staff. However, there are clear administrative roles, responsibilities and reporting lines that ensure effective and efficient administration support is provided.

The administrative policies and procedures are communicated to staff through faculty and student handbooks, and the quality management system manual. The faculty and student handbooks are comprehensive and accurate although they need to be revised to reflect the structural changes at the Institution.

In addition to an institutional handbook, student handbooks exist for each partnership to ensure clarity with respect to each individual partner's regulations. These are effective and ensure a single point of reference for information on the administration of the Institution for both staff and students.

Students confirmed that the allocation of facilities is effective and the move to online learning has been done efficiently and without excessive disruption to study. Inspection findings confirm this.

A stated definition of data and a clear policy and responsibilities for data collection and management are described in the quality management system manual. A bespoke database is used to collate and manage student data, augmented by paper records as necessary. This system is effective and flexible and is well managed by registry staff. Record-keeping for both staff and students is comprehensive and appropriate.

The Institution has a Data Protection Officer and a clear policy on data protection. This is available to all staff and students via their respective handbooks. The policy is robustly applied, with access restricted and limited to those who require it.

The enrolment process for students requires them to provide formal identification to ensure impersonation is prevented.

The quality management system manual clearly details the responsibilities of staff with regard to the management of assessments and the attendant policies and procedures to be followed. This approach is comprehensive and effective.

All provision at the Institution is offered via British partner universities. Moderation policies and processes are those required by the partner university. Ensuring that partner university requirements are met is the responsibility of the Dean of Quality and Academic Standards and the quality assurance department. This approach is supported by clear processes to ensure the timely setting, marking and moderation of assessments. Where there is provision across multiple campuses, a cross-moderation approach is used.

The outcomes of moderation are discussed internally and with the partner university, and appropriate action is taken. These actions are thorough and effective and provide confidence in the moderation process.

Students confirmed that they receive feedback on both assessments and transcripts promptly.

Student refunds are managed by the registry staff, based on published rules of which the students are made aware at enrolment.

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 learners. Yes 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 that 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 are 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

A clear procedure for staff recruitment and appraisal is described in the quality management system manual. This is fit for purpose and ensures that new staff meet both the requirements of their role and associated person specifications.

The quality management system manual provides clear and detailed job descriptions for all staff and management roles.

All staff receive an effective induction to the Institution. They are provided with ongoing mentoring by a senior staff member. Induction is supported by a comprehensive staff handbook that provides details of policies, procedures and staff obligations.

There is a suitable and well-explained institution-wide policy on diversity and equality that applies to all staff and students.

The Institution has an effective complaints policy. Staff appeals and complaints are dealt with initially at programme level, with escalation to senior staff if necessary.

A multi-faceted staff appraisal process is used. For academic teaching staff, this includes peer review of teaching, student review, self-evaluation and evaluation by the programme leader. This provides a consistent and supportive approach to staff development.

Staff development is seen as a commitment by the Institution, and is integral to the performance appraisal process. A clear definition of staff development is provided. The definition does not specifically include research as a staff development activity. With the development of the Graduate School and its constituent CIRT, this definition may need to be reviewed to include research.

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

New programmes are designed by a local academic team in collaboration with the partner university. Ultimately the partner university has responsibility for the academic coherence and standard of the provision. Full confidence in the provision can be assured by this approach.

On its website, the Institution has provided full details of the learning outcomes, professional accreditations, professional certifications and modules of the programmes offered. This provides clear and accurate information for prospective students on the content of the programmes. Individual programmes also have student handbooks with full module descriptors. The learning outcomes are well understood by students.

Each partner university has its own requirements for monitoring and evaluating the Institution’s programmes. These require regular joint meetings to review the programmes and develop action plans as necessary. In addition, the Institution has regular faculty meetings to discuss and review ongoing development plans. These arrangements work well and provide effective methods to ensure robust oversight of provision.

The identification and commissioning of resources are integral to the development of a programme. This is carried out in collaboration with the partner university to ensure the Institution’s planned provision will be appropriate. New resources identified as necessary are then referred to the Principal, and, if necessary, to the Board of Directors. This is a well-proven approach and is effective.

Staff are responsible for developing the teaching material they need. Collaboration with the partner university is used to ensure that the material is appropriate and of a consistent standard.

End-of-module surveys, allied with a student representative system, provide a suitable mechanism to allow students to contribute effectively to ongoing academic development.

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

8.1	Entry requirements for each programme are set at an appropriate level and are clearly stated in the programme descriptions seen by prospective students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.2	Students are informed as to the necessary language requirements for entry onto 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 for all programmes are developed in collaboration with the partner university. The ultimate decision on the suitability of a particular qualification lies with the partner university. The Institution's website is specific on the entry requirements for each programme, providing appropriate clarity and suitable detail for all prospective students.

English language proficiency is a key entry requirement and appropriate levels are set in collaboration with the partner university. This is discussed with prospective students as an element of the admissions process and students are advised of the level they will need for admission, ensuring that all students are aware of the requirement for their proposed programme of study. All qualifications are checked upon enrolment.

The admissions department is responsible for managing the student journey from initial enquiry to enrolment. Academic support is provided by faculties where necessary, and ultimately by the partner university. Students confirmed that the admissions department provides an effective, timely and efficient service.

A key element of the admissions process is the student interview, which is used as an opportunity to ensure that students are suitably qualified, to brief them on the details of their proposed programme of study, and to resolve any questions or issues that they have. This approach is effective and flexible and ensures that prospective students are well informed about the programme and the Institution.

The partner university will decide on the admission of students with non-standard or unusual qualifications, or who are seeking entry based on experiential learning. This approach ensures that all students are treated fairly and consistently.

The Institution uses agents for the recruitment of students from outside Greece. They are briefed, provided with appropriate publicity material and have signed agreements.

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 that informs their teaching.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.3	There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.4	The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The recent creation of a Graduate School and its constituent CIRT in September provides a focus and support for research within the Institution. This encompasses both postgraduate academic programmes and staff research. This ensures that staff are able to undertake research and scholarship within an appropriate structure. Currently, research is not identified as an aim of staff development.

CIRT's wide and comprehensive remit includes both teaching and research and it provides a well-designed vehicle to ensure the development of research-informed teaching.

A major role of CIRT is to provide support and expertise for staff wishing to apply for funding, both internal and external. This is a well-considered and appropriate mechanism.

While currently under development, the research and innovation element of the Graduate School will provide a clear focus for staff research activities.

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

Promotional material provides a comprehensive view of the Institution's Maroussi campus. This is accurate and reflects what a student would experience when on campus.

The website has separate pages for each faculty and provides information on both undergraduate and postgraduate provision. This includes the key features of the programme, career prospects, module titles, academic staffing and admission requirements. It is clearly stated that the programmes are offered from a partner university in the UK. All pages are consistent within a standard template and provide high-quality and appropriate information to allow comparisons and initial choices to be made by potential students.

The quality management system manual provides clarity on managing communications, both internal and external. This is both effective and specific with regard to external communications by the Institution's staff. Publicity material is reviewed and approved by the appropriate Dean prior to its publication.

All students are interviewed as part of the application process, during which the students are informed of the cost of the programme. During enrolment, students formally sign a contract with the Institution. This is clear about the terms and conditions of study, the costs and the payment schedule. These two mechanisms ensure that students are well informed about the cost of the complete programme of study.

4.3 Teaching, Learning and Assessment (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The appointment of staff is based on role and person specifications. This ensures that staff have the academic background to provide effective teaching. An academic induction process takes place for new staff. This is supported by effective mentoring and performance appraisal schemes.

Annual monitoring reviews are undertaken in collaboration with the partner university. These provide a formal and effective mechanism to ensure that feedback is provided and actions initiated to ensure that effective student learning and assessment take place.

Regular feedback is received from students, both informally during teaching, and formally during the survey at the end of the module. This approach is robust and provides students with multiple opportunities to comment on all aspects of module provision and delivery.

Assessments, both formative and summative, are well designed to allow students to develop learning skills. Students have access to teaching material via the Institution's Virtual Learning Environment (VLE), and the online resources of the library.

Students receive a student handbook and a detailed course handbook that gives the course structure, module content and assessment schedules. Students were satisfied with the course information provided to them.

Assessments are pre-moderated within the Institution to ensure their appropriateness, in addition to the moderation processes required by the awarding partner university. Comprehensive feedback on assessment is provided to students and is clearly referenced to the specific learning outcome being assessed. This is thorough and comprehensive and provides students with effective feedback on their learning.

Teaching is seen by students as both appropriate and effective. The teaching is varied, interesting and suitable for the subject. The annual monitoring review process, coupled with oversight by the partner university, ensures that content is both up to date and appropriate.

Both students and management commented that the rapid transition to online learning was managed well and has not materially affected the delivery or standard of the provision. Inspection findings confirm this view.

4.4 Student Support, Guidance and Progression (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

All students have a Personal Academic Tutor with whom they meet at least three times a year. This is an effective mechanism to identify students who may be at risk. Students reported that this works well and that they feel well supported. Also, the campus has a centre that provides counselling and support services to students on the local campus.

Currently, no out-of-hours emergency pastoral support is available.

The Institution has detailed policies covering abusive behaviour, equal opportunities and radicalisation. These are well described in the Institution's welcome pack.

Staff can be readily contacted via e-mail, in person or by phone. Students indicated they were satisfied that they can contact staff effectively to resolve issues or answer questions. Individual student handbooks are clear about the partner university's and BAC's processes for making a complaint.

Students with specific individual learning or support needs are identified from the application form and during the interview. Support for students with such needs is provided by a specific unit within the Institution.

A very small minority of students are non-Greek residents. These few are supported on an individual basis, both academically and socially.

The recently created international student support office has a specific remit to provide support to international students in line with the strategic plan to increase international recruitment.

Social and other activities that are available are widely publicised via notice boards and online. The majority of these are student organised and led. The international student support office ensures that all information on events and activities is made available in both Greek and English.

4.5 Premises, Facilities and Learning Resources (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

The Maroussi campus has modern, purpose-designed buildings that are of a high quality. Both staff and students expressed satisfaction with the standard and quality of the buildings and the facilities within them.

The buildings have suitable entry control using security staff. They display clear health and safety signage. Specialist rooms display warning signs and, in some cases, have restricted access.

The facilities have been designed to support the programmes offered and include laboratories, workshops, IT facilities and teaching rooms. Students are satisfied with the facilities available.

The library is well equipped for both on-site and off-site study. There is space for independent study and group working. A recently developed and suitable lending policy is in the student handbook. The library's online services have been effective in supporting students during the recent online-only delivery.

Students reported that the on-campus IT facilities are comprehensive and operate well. The speed and efficiency of moving to online delivery with the least possible disruption were indicative of a capable and effective IT infrastructure with the capacity to respond to change.

An effective VLE is used by staff to supplement teaching materials and to provide links to additional external resources. Additionally, it acts as a portal for students to submit assessments and to receive feedback and communicate with teaching staff.

4.6 Quality Management, Assurance and Enhancement (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

Stakeholders are consulted regularly via a number of mechanisms. These include Academic Board discussions, feedback from staff in faculty and programme meetings and feedback from students or student and staff consultative committees. Actions taken are reported back via the same committee structures.

The Institution has a comprehensive and extensive quality management system manual. This describes the relevant objectives, policies, processes, procedures and responsibilities to ensure effective quality management. This manual is currently under review to reflect the recent structural and organisational changes.

Regular annual monitoring reviews take place for each programme. These are done in collaboration with the partner university and provide a suitable and effective mechanism to consider, review and generate action plans. These work well and ensure that quality is maintained and enhanced.

The Institution has targets and associated Key Performance Indicators (KPIs). These are considered by senior management and action is taken as necessary. KPI data is generated from a number of sources including annual monitoring reviews, programme committee meeting minutes and from the admissions department.

The recent reorganisation provides a corporate layer of co-ordination to ensure a consistent approach across all campuses. Good practice identified at one campus, or in one discipline, is discussed at the executive committee with a view to implementation at other campuses. The newly created corporate academy incorporates the specific role of staff development and, inherent within this, is the dissemination of good practice in all areas of the Institution.

4.7 Online, Distance and Blended Learning (spot check)

The standards are judged to be: Met Partially Met Not Met NA

Comments

The Institution normally delivers all programmes face to face but was obliged to move to online learning due to Covid and government policy. The change in delivery mode was undertaken smoothly, with staff being well supported and provided with training to manage the changes needed. Staff and students confirmed that whilst the rapid move to online learning was not without initial problems, commitment from the Institution and staff allowed effective teaching to continue.

4.8 Compliance Declaration

Declaration of compliance has been signed and dated. Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

The Institution has a responsive and efficient structure.

Organisational changes introduced provide a strong and flexible platform for the expansion of provision at the Institution, while ensuring consistency across multiple campuses.

The Maroussi campus is high quality and purpose built, providing an environment that is very conducive to effective learning.

ACTIONS REQUIRED

4.1 The Institution must ensure that all documentation, including the quality management system manual and the faculty and student handbooks, is updated to reflect the changes in organisational structures.	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Medium	<input type="checkbox"/> Low
4.1 MC must ensure that the relationships between the committees and their reporting lines are clearly documented.	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Medium	<input type="checkbox"/> Low
Emergency pastoral support must be made available to students at all times.	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Medium	<input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT *(to be reviewed at the next inspection)*

The Institution should consider including a committee structure diagram within the quality management system manual to aid clarity on committee relationships.

It is recommended that the quality management system manual is reviewed to include research as an aim of staff development.

COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE

--