

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM AND SUPPLEMENTARY INSPECTION NEW/ADDITIONAL PREMISES AND CHANGE OF MANAGEMENT AND CHANGE OF PROVISION (Independent Higher Education)

INSTITUTION: Mediterranean College

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HEAD OF INSTITUTION: Ms Katerina Xini

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 28 & 29 November 2022

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation, 18 May 2023

PART A – INTRODUCTION

1. Background to the institution

Mediterranean College (the Institution) was established in Greece as a privately owned limited company in 1977 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 portfolio of franchised undergraduate and postgraduate courses in partnership with United Kingdom (UK) universities. Students have the option of registering on programmes that are delivered on a full-time or part-time model 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.

The Institution operates on two main campuses, one in Athens and one in Thessaloniki. The Athens campus hosts three teaching sites, two of which are located in the centre of the city and a third that is located in Glyfada, a southern suburb. All teaching sites are centrally located and are easily accessible by all available means of transport. The Thessaloniki site has recently relocated to new premises close to the previous premises.

Mediterranean College has a well-established partnership with the University of Derby (UoD) in the UK. The UoD provision is delivered across all eight academic schools. The schools cover Business, Computing, Education, Engineering, Health Sciences and Sports, Hospitality, Psychology and Shipping at both undergraduate and postgraduate levels. The Institution also collaborates with the University of Wolverhampton with one franchised course that commenced delivery in the academic year 2019/20.

Mediterranean College aims to be an open, inclusive, multi-disciplinary university college that offers professionally applied programmes that aim to produce high levels of student employability, personalised support and the production of graduates who have 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 that is managed by the same senior management team. To facilitate everyday operations, an Academic Director is in place at the Thessaloniki campus.

The School Co-ordinators and the Senior Administrator in Athens act as supervisors and coordinators for their counterparts at the Institution in Thessaloniki to help with the consistency and quality of the academic processes. Similarly, the administrative functions of student services, marketing, recruitment, Information Technology (IT), operations and finance at Thessaloniki are co-ordinated 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 16 undergraduate programmes and 19 postgraduate programmes.

All the programmes are delivered either in person or through blended teaching and learning methods involving lectures, seminars and workshops in a full-time or part-time mode.

At the time of the inspection, there were 1,889 full-time and 588 part-time students enrolled. All students are over 18 years of age. The majority of students on the Athens site are Greek citizens, and all the students

studying at the Thessaloniki campus are Greek. The very small minority of international students in Athens are from Turkey, Egypt, Ukraine, India, the UK and Ireland. There is an approximately equal gender split on each campus.

There are two intakes of students a year, one in October and one in February. Applications are welcome all year round, and enrolment takes place in these two intake periods. Entry requirements are set by the UoD to meet its requirements.

3. Inspection process

The inspection was undertaken by one inspector over two days at the Thessaloniki campus. Interviews were held with members of the senior management team, teaching staff, administrative staff and students. Key Athens-based staff visited Thessaloniki for the inspection. A tour of the premises at Thessaloniki took place, and a review of the additional premises in Athens was undertaken remotely. Teaching observations, including the review of an online teaching session, were carried out, and documentation was scrutinised. All staff at the Institution were very helpful throughout the inspection.

4. Background to the supplementary inspection

Changes to the management structure across both campuses have taken place, with all management and co-ordination now being done from Athens. Additionally, the Thessaloniki campus has moved to different premises, and additional premises have been brought in to use in Athens to manage an expansion in student numbers.

5. Inspection history

Inspection type	Date
Full 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
Re-accreditation	24–26 February 2020

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 opened two new premises in Athens in addition to the premises already in use. The Thessaloniki campus has moved to a new building close to the original site. This premises has a similar capacity to the one previously used.

Two courses offered in collaboration with Manchester Metropolitan University have been phased out, ending that partnership. The partnership with the UoD has developed, with five new courses and a number of additional pathways, relating to existing courses, have been introduced since the previous inspection.

The Thessaloniki campus is now managed by the senior management team in Athens.

2. Response to action points in last report

15.7 The Institution must make students aware of their opportunity to access the BAC complaints policy if required.

The student handbook, which is available to all students, provides a link to the British Accreditation Council (BAC) website, where the BAC complaints policy and procedure are documented. This is a suitable approach and makes students aware of the BAC complaints procedure.

3. Response to recommended areas for improvement in last report

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.

Mediterranean College addresses risk assessment effectively. The appropriate procedures for risk assessment include regular Executive Board meetings where both operational and strategic risks are assessed. The Institution has yet to develop a formal risk register.

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

Research active staff are well and suitably supported to pursue their research interests. The Institution is working on developing a strategy to draw together all the strands of the support for research that is provided. This will support its ambition to be able to offer research degrees, via partner institutions, in the future.

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

A software platform to manage the student journey has recently been brought into use. This is allowing alumni to be readily and effectively contacted to build relationships and obtain their support and feedback.

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

The new software platform has the capability to allow targeted communications with specific groups of stakeholders. This is being used well to provide suitable feedback to stakeholders in the form of a monthly briefing and newsletters.

4. Compliance with BAC accreditation requirements

4.1 Governance, Strategy and Financial Management (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The relative roles of the Academic Board and Board of Directors are clearly described and appropriate to ensure suitable separation of functions.

A clear, written strategy provides a suitable basis for the development of the Institution.

A well-described management structure has supporting documents that detail the specific responsibilities of each post. This is clearly understood by stakeholders, including senior management, staff and students, and allows effective management.

The Institution has a centralised administration system covering all sites, with all systems being monitored and managed from the Athens campus. Local teams provide administrative support on the ground, with their reporting line being to Athens. This approach has been adopted to provide consistent systems across the various sites and ensures effective and coherent management. Students confirmed that the structures and systems work well and provide them with a good service. Inspection findings confirm this view.

A suitable and well-described appointment process ensures that all appointed staff are competent in their role. In the case of teaching staff, approval by the appropriate partner university is also required. This provides an additional confirmation of staff's suitability.

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.

7. Academic management is effective

7.1 There are appropriate procedures for the proposal, design and validation of programmes of study that take account of the mission of the institution. Yes No

7.2 Intended learning outcomes for all programmes are clearly articulated, understood by students and are publicly available. Yes No

7.3 There are regularly scheduled and recorded meetings of academic staff where academic programmes are reviewed. Yes No

7.4 There is an appropriate policy and effective procedures for the acquisition of academic resources to support programmes. Yes No

7.5 Commissioning of course materials is managed effectively, and materials and the budget are checked to ensure standardisation and consistency across the provision. Yes No

7.6 Students are encouraged to take an active role in the development of the academic provision to ensure student-centred learning. Yes No NA

This standard is judged to be:

Met Partially Met Not Met

Comments

All the Institution's provision is via a franchise of an existing course or the validation of a course it has designed. The processes and procedures are those of the degree-awarding partner university. Internal processes are well designed to ensure that all partner universities' processes and procedures are fully met.

Intended Learning Outcomes (ILOs), both at programme and module level, are clearly described to meet validation requirements. For franchised courses, these are already determined by the partner university. The Institution's website provides access to programme ILOs. Module ILOs are available to students in the module

handbooks with which they are provided. This is a suitable approach for providing appropriate access to the intended learning outcomes and ensuring students understand these.

Programme Board meetings take place each semester and are the formal vehicle for the consideration and review of programmes, in collaboration with the partner university. A continual monitoring review is completed in collaboration with partner universities as a dynamic document to identify and resolve issues. This is updated three times a year and is considered by the Programme Board meeting. These processes are robust and ensure timely identification and resolution of any issues.

The validation process, as set by the partner university and followed by the Institution, requires all resources to be identified and made available in advance of the delivery date. This ensures resources are sufficiently allocated and made available to support programmes. New resources to support existing programmes are identified by the continual monitoring reviews and made available as required. These processes work well and are effective.

Teaching material is supplied by the partner university for franchised courses. For validated provision, the teaching material is developed by the Institution and approved by the partner university prior to use. This ensures both the standard of the material and its consistency. Teaching staff are provided with time and other resources as appropriate to develop new material. Consequently, all teaching material is of a high quality standard.

Each programme has a Liaison Board that has representatives of students from all years of a programme, in addition to key academic staff. This provides a forum for all aspects of a programme's delivery and development to be discussed, and feedback and ideas to be presented by students. These are incorporated into Continual Monitoring Reviews. This works well and was praised by the students as being effective.

Appraisals and lesson observations take place so that staff know what they do well and what they need to do to improve. However, the academic staff appraisal process is not documented, so there is the potential for the Continuing Professional Development (CPD) needs of staff to not be fully identified.

4.3 Teaching, Learning and Assessment (supplementary inspection)

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

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 that 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. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has a well-established procedure for the appointment of new teaching staff. This includes specific academic requirements, the delivery of a demonstration teaching session and undertaking a formal interview. In addition, the partner university approves all staff teaching on its provision, thus providing an additional check on staff skills and qualifications and ensuring their suitability.

A majority of the teaching staff are part time and are professionals employed in the relevant industry. This allows them to provide teaching that is up to date and industrially relevant, with high-quality case studies and examples. This is an example of good practice and was praised by the students.

Staff are appointed to teach specific modules by the Programme Leader, in consultation with each campus Academic Director. This, allied with a peer observation scheme, ensures appropriate allocation of teaching staff and consistent delivery standards.

Details about the delivery and assessment of a module are described within the module handbook, which includes the module specification. The module specification is a validated document that describes the nature and type of assessment that must take place. Specific assessments are either set by the partner university or, for validated provision, approved by the partner university prior to use. This approach works well in ensuring effective delivery and standardised assessments.

Module descriptors are included within the module handbook, which is updated each year for each module. The module handbook contains assessment information. All teaching material is either supplied by the partner university or has been approved by the partner university, ensuring modules deliver the intended learning outcomes.

Seminars and tutorials are used to allow teaching staff to identify individual learning styles and to accommodate these. These are supported by lectures that use a question-and-answer style to allow teaching staff to identify and accommodate specific learning needs. Should a student have specific learning issues, they can approach their mentor or the member of academic staff teaching the module to obtain individual, additional support. Together, these approaches are effective in supporting all students' learning styles. This was confirmed by students.

Teaching methods include group work, seminars, research and presentation tasks, laboratory work and formal lectures. These approaches are varied and provide an effective approach to engaging and supporting students.

Teaching and assessment methods are suitably designed to ensure the acquisition of independent learning skills. For example, the approaches include the use of research-based exercises, assessments that require the analysis of data or a specific case study, and presentations to other students.

The Institution has a small but adequate library, with books and magazines in both Greek and English. Additionally, there are appropriate online learning resources provided by the Institution and by its partner university. Other facilities, such as specialist computing facilities, are available to students when not being used for teaching. Together, these provide a comprehensive resource to allow students to enhance their studies.

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

A module handbook for each module is available to all students. This contains an assessment schedule with clarity on how the assessment relates to the module descriptor and allows students to plan their workload effectively.

Module handbooks provide clarity on how assessments are related to the ILOs for the module and how these will be assessed to meet the ILOs and ensure all ILOs are met.

Assessment tasks are well written and are used for all students, whether at the partner university or at the Institution. Module handbooks provide guidance on what standards must be met to achieve a particular assessment outcome. What is required to meet a particular grade is clearly specified and provides students with the necessary guidance. This was confirmed by students.

Written feedback on assessments is comprehensive and provides students with clear guidance on how the assessment has been graded to allow students to improve their performance. Individual, formative feedback is provided orally within the classroom setting. All grades are entered into the Virtual Learning Environment (VLE). This provides tutors, administrators and students with the ability to monitor student performance. This approach is effective and works well, allowing students to monitor and assess their own performance at any time.

Plagiarism is addressed at student induction and is covered in detail in the student handbook. All formal assessments must be uploaded to the partner university's VLE, where these are automatically subject to formal, automated plagiarism checking. Students are encouraged to submit drafts prior to final submission to receive feedback on possible plagiarism. Should plagiarism or other forms of cheating be detected, the student is then subject to the disciplinary process of the partner university. This process is suitable and provides strong support to students to avoid accidental plagiarism or similar.

Procedures for claiming mitigating circumstances and appeals are those of the partner university. These are made clear to students in the student handbook, which has links to the partner university's rules and regulations. This provides the necessary clarity to allow students to make claims effectively.

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 programme 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

All course materials are either supplied by the partner university or approved by the partner university prior to use. Franchised courses use partner-supplied material that is then amended to reflect local circumstances and environment, for example in the use of locally based case studies. For validated provision, the material is generated by the Institution, then reviewed by local external specialists and approved by the partner university prior to use. These mechanisms are thorough and make sure the materials are at the correct level.

The provision of material by the partner university is used to ensure that teaching material is suitable to meet the ILOs. The material is delivered by well-qualified staff, whose performance is assessed by lesson observation and feedback from students via end-of-module surveys. Together, these mechanisms are effective in allowing students to meet the ILOs.

Subject experts are used as reviewers for validated provision to allow the material to be fully assessed prior to its use. The programme is reviewed three times a year by the partner university using Programme Continual Monitoring Reports (PCMRs), allowing course content issues to be rapidly identified and content to be modified as necessary. The review includes input from academic staff, students and external examiners. Together, these approaches ensure the currency of the course content.

Teaching resources that must be used are specified at the time of validation or within the franchise documentation. The Institution must meet these requirements. A review of resources is included within PCMRs, which are reviewed by the partner university and actions agreed. This external overview is an appropriate mechanism for the review of teaching resources and their use. Consequently, materials are of a high standard, allowing effective teaching.

Student access to resources is effective. This was confirmed by the students. Access is monitored via the PCMRs, which specifically require the evaluation of students' views on access to resources. This allows any issues to be rapidly identified and resolved.

4.4 Student Support, Guidance and Progression (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

All students are provided with a suitable induction and orientation to the Institution. This covers premises, academic structures, partners and the Institution's relationship with them, teaching and study facilities, the Institution's VLE and accreditation.

A well-written student handbook, that covers both undergraduate and postgraduate study, is provided to all students. This is comprehensive, covering academic structures, administrative and student support facilities and campus facilities. The handbook also provides clear guidance to students on academically related topics, such as student representation, employability schemes and complaints procedures, including reference to the BAC complaints procedure. College and partner university regulations are referred to with links to partner websites for additional information. Together, these provide students with clarity on structures and systems.

Comprehensive and well-run counselling and support services are described in the student handbook and are available via Student Services or the Institution's Counselling Centre. Students were enthusiastic in their comments on the quality of the pastoral support available to them.

Student performance and attendance are monitored effectively. If an issue is identified, the Programme Leader or Programme Administrator meets with students to provide support as necessary. This approach is used effectively to manage performance appropriately and is effective in supporting students who may be experiencing difficulties.

The Mediterranean College Employability Scheme provides a holistic approach to employment advice and guidance. The scheme encompasses numerous initiatives, services and events organised by the Institution. These include the Student Excellence Conference, Education Festival, Education Awards and an Employability Fair. This is a particular strength of the Institution, and students praised its effectiveness.

There are very small numbers of international students from Albania, Romania, Bulgaria and Turkey. When identified as necessary, individual support is provided by Student Services. This works well and is suitable for the number of international students involved.

The Institution has an active Student Union that organises a popular social programme. Information on activities is available via the student handbook, and in addition, events are publicised via online student media.

Overall, student support, guidance and progression are well managed and run and are effective in supporting students.

4.5 Premises, Facilities and Learning Resources (supplementary inspection)

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

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 leases of a suitable duration, allowing teaching to take place without the disruption of relocation. It has the permission of the Government of Greece to use the premises for the purposes of higher education.

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

- | | | |
|------|--|---|
| 21.1 | Access to the premises is appropriately restricted and secured. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 21.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 21.3 | There are specific safety rules in areas of particular hazard (e.g. science laboratories), which are brought to the attention of students, staff and visitors. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" 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

Both the Athens and Thessaloniki premises have a single entrance. There is a reception area that is always staffed. Visitors are required to report to reception and are logged in. Students are required to wear a lanyard. This achieves the security needed, without being intrusive.

The buildings of both premises are well decorated, clean, light and airy. Suitable heating, lighting and ventilation are provided, making them comfortable places to work.

Health and safety advice is made available to staff and students as part of their induction. Visitors are always accompanied or are given specific advice where appropriate. These procedures are suitable in ensuring safety on the premises.

Both premises are well signposted externally, ensuring the Institution is easy to find. Internally, all rooms are specifically signed, in addition to general signage in the building, ensuring ease of navigation. At both the Athens and Thessaloniki sites, the premises are of a suitable size, with adequate circulation space and wide corridors.

At the Thessaloniki site, there is a large, multi-purpose, open area on the ground floor that is normally used as a lobby, with student-facing services located to one side. It can also be used as an area for events and can hold up to 100 people. This makes an attractive and spacious entry-level area, as well as permitting events to be held on the premises.

In each premises, every floor has toilet facilities that are clean, well decorated and maintained to a high standard, providing appropriate facilities for all staff and students.

The buildings are well heated and air conditioned to allow for the local climate. All rooms have individual thermostats for all users to set the heating or air conditioning to a level that they find appropriate. This provides a comfortable environment in which to work.

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/or any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level that 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

Lecture rooms in both campuses are of a suitable size for the numbers of students allocated to them. Rooms feel spacious and comfortable without overcrowding and are a pleasant study environment.

All areas are modern and well equipped to a high standard. Specialist areas, for example for programmes in hospitality, tourism and child psychology, are fit for purpose, with the necessary equipment and facilities to allow effective delivery of these programmes.

Lecture rooms are of a size, shape and layout to allow them to function well as examination facilities when necessary.

23. There are appropriate additional facilities for students and staff

23.1 Students have access to sufficient space and suitable facilities for private individual study and group work. Yes No NA

23.2 Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students. Yes No NA

23.3 Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No NA

23.4 Students and staff have access to secure storage for personal possessions where appropriate. Yes No NA

23.5 There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No NA

23.6 Administrative offices are adequate in size and suitably resourced for the effective administration of the institution. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Private study space is available to students within the library area or in unused classrooms. For group work, unused classrooms can be booked via the Institution's reception desk. These facilities are adequate and provide students with flexibility in where they work.

All full-time staff have a desk in well-decorated and bright offices, with additional support facilities available to them. For meetings, there are rooms that can be booked as necessary to meet students. These facilities meet the personal space needs of staff.

A small social area is available for students and staff where they can meet and eat and drink. The premises are all in busy urban areas with external food and drink outlets being available nearby. Together, these meet the needs of students and staff.

Whilst no facilities are available for students to store items, this is not seen as necessary, and students indicated that they do not require such a facility. Staff have suitable office space that allows them to store possessions.

There is good provision of rooms for meetings, with rooms of various types that are suitable for all sizes of meetings. Empty classrooms can also be used for larger events, for example staff meetings.

Administrative offices are of a high standard and decorated to the same corporate standard as all other offices and rooms. These are well equipped with IT and other resources to allow them to meet the demands placed on them. They are on the ground or first floor, allowing easy access by students.

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

24.1	There is sufficient provision of learning materials, including books, journals and periodicals and online materials.	<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

The library at both premises is small but adequately stocked with both Greek and English books and periodicals to meet the needs of students. Hardcopy books are supplemented by online e-books and online resources, both from the Institution and from partner universities. This approach is well balanced and effective in meeting the needs of students studying on site or remotely.

The approval of the Institution to offer a course from the partner university requires the library stock to be suitable and kept up to date. Regular PCMRs and the annual College Partnership Review Report provide vehicles for identifying and resolving issues. As an example, a recent review identified an issue around the licensing of a partner university's electronic resources that needed addressing. The review mechanisms work well in ensuring the currency and accessibility of the library's resources.

The library has sufficient space for individual working or small group working. Students can book unused teaching rooms for larger group working. This system works well, and students reported that it meets their needs.

There is a lending policy that is both reasonable and appropriate. It is defined in the student handbook and permits up to three books to be borrowed for up to three days.

All sites have a qualified librarian who will provide the necessary advice, support and other services that students require to allow them to use the library to meet their needs.

The library is open on weekdays and every other Saturday. This is particularly to support Master's students who attend at weekends only. These hours have been specifically designed to meet students' needs.

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

25.1	There is appropriate technological access and sufficient connectivity to enable students to study flexibly.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.2	Students have effective online resources that assist with their learning, optimise interaction between the institution and the student and enhance instructional and educational services.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
25.3	There is provision of appropriate, up-to-date software and virtual learning environments that 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

all times and provide support to students, academic staff, and students and staff working remotely.

25.6 The institution makes effective provision for students to access conventional and online resources. Yes No

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

Comments

The Institution has good internet connectivity and a wireless connectivity infrastructure that provides fast connectivity throughout all premises, allowing students reliable access.

The Institution has recently moved to a new VLE platform that allows effective and secure access to online resources. These include teaching materials, communications with staff, access to support services, attendance statistics and marks. This comprehensive approach to the provision of online resources works well and is liked by students.

The VLE, as well as specialist software that is available in specific computer rooms, provide a high-quality computing environment that meets students' needs. The provision and updating of these are a requirement of the partner universities.

The Institution has an IT department that has an annual replacement programme to ensure hardware and software are up to date. Additional hardware or software requirements to support new courses are determined as part of the programme approval process. This includes a resource identification process and is included in IT annual planning. These mechanisms work well in ensuring that both hardware and software are up to date and meet students' needs.

Both the Thessaloniki and the Athens sites have access to an on-site technician who is responsible for hardware management and maintenance. Software maintenance on all sites is undertaken remotely by the IT department, which is based at the main Athens campus. This provides a responsive service.

A combination of a suitably resourced library, good wireless connectivity and the availability of computers for students to use provides comprehensive access to both online and physical resources.

4.6 Quality Management, Assurance and Enhancement (spot check)

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

Comments

Student feedback is captured at the Student Liaison Boards and via other feedback mechanisms, for example, module evaluation questionnaires, elected class representatives, the Students Union and complaints logs.

The feedback from students, staff and other stakeholders is integrated into a continual monitoring review, which takes place three times a year, ensuring that issues are identified and resolved promptly.

The VLE is used to provide information and feedback to all stakeholders. This is in addition to more informal feedback to stakeholders via student representatives, programme committee meetings and employer engagement events. This system is working well and allowing better stakeholder involvement.

An operations manual provides comprehensive guidance about responsibilities and processes to support the delivery of the course and the management of quality. Continual monitoring reports, informed by module self-evaluation documents, provide a regular mechanism for the review of all aspects of the delivery of the course. These are considered by senior management to allow the development of appropriate future strategies and actions. Ad-hoc, informal meetings are used to provide day-to-day monitoring of processes and resolution of issues.

Twice yearly, Learning, Teaching and Assessment (LTA) days are used to share best practice in teaching and learning. These are offered, where possible, in collaboration with partner universities. These, along with other events, allow best practice to be shared appropriately.

These procedures are effective and provide well-integrated and effective quality assurance and enhancement.

4.7 Online, Distance and Blended Learning (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Postgraduate courses are now delivered on a blended basis. Lectures are held online, with weekend in-person teaching for supporting activities such as seminars and tutorials.

Online delivery has been found to work well and to be popular with students.

A teaching observation of an online lesson confirmed these to be well managed, with good interaction, appropriate use of technology and evidence of good learning taking place.

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 very close working relationship with its partner universities. This ensures a supportive and developmental relationship that enhances the provision.

A strong focus on employability provides students with numerous opportunities to develop their employability skills and knowledge.

Part-time teaching staff, who are also industry practitioners, provide expertise and experience of their profession, which is invaluable in enhancing students' learning.

ACTIONS REQUIRED

None

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

The Institution should develop formal risk registers to better identify all types of risks and to introduce mitigation of those risks where possible.

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

It is recommended that the Institution fully documents the academic staff appraisal process.

COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE
