

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Independent Higher Education (IHE) Reaccreditation Inspection

**INSTITUTION:** The University of Sheffield International Faculty, CITY College

**ADDRESS:** 24 Proxenou Koromila Street  
546 24 Thessaloniki  
Greece

**HEAD OF INSTITUTION:** Mr Ioannis Ververidis

**DATE OF INSPECTION:** 1 - 2 December 2016

**ACCREDITATION STATUS AT INSPECTION:** Accredited

### DECISION ON REACCREDITATION:

- ☒ Reaccreditation awarded for the full four-year period.
- ☐ Decision on reaccreditation deferred.
- ☐ Award of reaccreditation refused.

Date: 17 Feb 2017

### 1. Background to the institution

CITY College (the Institution) was established in 1989. It aims to be a leading international institution, achieving excellence and making a difference with presence, activities and impact in the South East and East European region and beyond. As an International Faculty of the University of Sheffield (the University), the Institution also seeks to promote the University's brand, enhance its reputation and increase its global impact.

The Institution's relationship with the University of Sheffield dates back to 1992 and a formal affiliation agreement was concluded in 1997. The South East Europe Research Centre (SEERC) was established in 2003 and CITY College became an International Faculty of the University of Sheffield in 2009. The Institution's provision, which is offered in locations other than Thessaloniki in Greece, commenced in 2005. Its programmes are now offered in Bulgaria, Romania, Former Yugoslav Republic of Macedonia, Ukraine, Serbia, Kosovo and Armenia as well as at another Greek teaching location, in Athens. However, BAC accreditation relates only to the provision offered in Thessaloniki.

The Institution is headed up by a Principal and an Executive Board. The Principal, Vice Principals and Heads of Department are members of the University Senate.

The unique position of CITY College is that it is a faculty of a leading United Kingdom (UK) university, whilst remaining an independent educational institution.

### 2. Brief description of the current provision

As the sixth Faculty of the University of Sheffield, the Institution offers the University's undergraduate programmes in Business Studies, Computer Science, Psychology and English Language and Linguistics. Postgraduate programmes are offered in Management, Business Administration, Human Resource Management, Leisure and Tourism Management, Banking and Finance, Logistics and Supply Chain Management, Marketing, Advertising and Public Relations, Digital Marketing and Social Media, Advanced Software Engineering, Business Management Technology and Innovation, Counselling Psychology, Cognitive Neuropsychology, Clinical Neuropsychology, Applied Linguistics, Translation and Interpreting and Management of Business Innovation and Technology.

The Institution also offers opportunities for Doctoral research.

There are currently 591 full time and 548 part-time students and a permanent teaching staff of 67. A considerable number of students come from outside Greece.

The Institution has four departments, which are Business, Psychology, Computer Science and English Studies. There are two buildings, which are used by CITY College. Both are located in central Thessaloniki and are less than a kilometre apart. The Sofou building, on the western side of the city centre, houses teaching accommodation, Student Services, the Student Union, the library and a cafe. The Strategakis building, on the eastern side of the city centre, has teaching accommodation, senior management and administrative offices. The Institution had a third building, close to the Sofou building, which provided administrative accommodation. This has now been closed and its staff and facilities relocated to the Strategakis Building.

### 3. Inspection process

The inspection took place over two days and involved a team of two inspectors and a student representative. The team held several meetings with senior managers, academic and functional staff and with a group of students. The inspectors carried out a tour of both premises, observed six teaching sessions and reviewed a range of written and other evidence prepared by the Institution.

**4. Inspection history:**

Inspection type	Date
Interim	2 May 2014
Re-accreditation	2-3 May 2012
Interim	27 Apr 2010
Re-accreditation	13 - 14 Nov 2006
Interim	10 Feb 2002
Full Accreditation	31 Nov - 1 Dec 2000

## PART B - JUDGEMENT AND EVIDENCE

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

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

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

- |     |  |   |
|-----|--|---|
| 1.1 | The organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and understood by stakeholders.                                      | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the institution, directors and other relevant persons are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.                             | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | Policies, procedures and systems linking governance and management are well documented and effectively disseminated across the institution.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.4 | The institution engages in appropriate risk management planning, which is administered and monitored by named individuals.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.5 | The head of the institution, directors and other relevant persons are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.                             | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.6 | The governing body conducts regular risk assessment exercises in all areas of the institution's provision.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.7 | All relationships with other educational institutions and organisations are defined formally and are fully transparent, with institutions compliant with partner or parent institutions' requirements, where applicable. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

Arrangements for governance and management are clearly defined. The Institution is in the unique position of being an independent college of higher education, whilst at the same time operating as an integrated faculty of the University of Sheffield.

An Administration Board and an Executive Board are in place, at the top of the institutional structure and the membership of the latter includes senior managers from across the Institution. There is not currently an external element to the Executive Board membership.

Senior managers serve on a number of the University of Sheffield's boards and committees.

The relationship with the University of Sheffield is formally defined and described in an educational agreement document between the University, CITY College and GE Strategakis Limited.

#### 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 financial management.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.2 | There is provision for stakeholder input to inform the strategic direction of the institution.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.3 | The strategy is well communicated to all stakeholders within and outside the institution.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | The governing body and senior management conduct a regular and systematic review of their own and the institution's overall performance and measure this performance against strategic targets. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

The strategic planning process is robust, effective and collaborative. There is an ambitious strategic plan for 2016 to 2021, which sets out the Institution's aims to develop new academic departments, maintain excellence in teaching and learning. It also aims to further push the research boundaries of the Institution, maximise opportunities for external engagement

and partnerships, enhance the Institution's culture of social responsibility, extend its international reach and integrate more closely with the University.

The Institution has taken steps to ensure that members of staff, at a range of levels, have the opportunity to contribute to the strategic planning process.

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

3.1 The institution conducts its financial matters transparently and with appropriate probity. ☒ Yes ☐ No

3.2 The institution's finances are subject to regular independent external audit. ☒ Yes ☐ No

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

**Comments**

**INSPECTION AREA - ACADEMIC MANAGEMENT AND ADMINISTRATION**

**4. The institution is effectively managed**

4.1 The management structure is clearly defined, documented and understood by all stakeholders including governors, management, staff and students. ☒ Yes ☐ No

4.2 The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. ☒ Yes ☐ No

4.3 There are clear channels of communication between management, the governing body, staff, students and other stakeholders. ☒ Yes ☐ No

4.4 There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels. This should include provision for academic leadership at programme and individual course level. ☒ Yes ☐ No

4.5 There is an effective committee structure with appropriate reporting lines which informs management decision-making and provides feedback to stakeholders. ☒ Yes ☐ No

4.6 Committees and other meetings have clear and appropriate terms of reference, are scheduled to meet regularly and are minuted accurately. ☒ Yes ☐ No

4.7 There is a set of comprehensive policies, regulations and procedures for staff and student conduct. ☒ Yes ☐ No

4.8 Management ensures that all information, internal and external, including publicity material, is accurate and fit-for-purpose. ☒ Yes ☐ No

4.9 A policy exists and is administered effectively regarding collection of and refund of student fees. ☒ Yes ☐ No

4.10 Management compiles reports at least annually presenting the results of the institution's reviews and incorporating action plans. Reports include analysis of year-on-year student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues. ☒ Yes ☐ No

4.11 Action plans are implemented and reviewed regularly, with outcomes reported to management and subsequently to the governing body. ☒ Yes ☐ No

4.12 Management monitors and reviews academic and administrative staff performance through a clearly documented and transparent appraisal system. ☒ Yes ☐ No

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

**Comments**

Well-established and effective communications arrangements ensure that staff at all levels are informed and engaged. Teleconferencing is used well to communicate with the University and members of the Executive Board chair functional committees. The Staff-Student Committee provides an excellent opportunity for communication between staff and students on a range of matters and represents good practice in effective student engagement.

A formal process for initiating, agreeing and approving publicity material is in place. The Institution's dedicated marketing and communications function works very closely and effectively with departmental heads and senior managers.

Appropriate document control protocols are in place and follow the University's guidelines. Arrangements for action planning and review are robust and there is an effective process for monitoring actions linked to qualitative and quantitative Key Performance Indicators (KPIs).

#### 5. Academic management is effective

- |     |   |   |
|-----|---|---|
| 5.1 | There are appropriate procedures for the proposal, design and validation of programmes of study which take cognisance of the mission of the institution, national imperatives, market demand and resource issues and reflect international norms. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.2 | Management ensures that the stated curricula are delivered as presented in the prospectus and other related documentation, and that requirements from professional or other relevant bodies are met.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.3 | There are regular scheduled and minuted meetings of academic staff to review academic programmes.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.4 | There is an appropriate policy and effective procedures exist for the acquisition of academic resources to support programmes.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.5 | Appraisal of academic staff includes regular classroom observation which is used for the dissemination of good practice.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.6 | Academic staff are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

A formal academic staff appraisal process considers overall performance and takes full account of feedback from classroom observations. Another strand of the academic appraisal process considers research contribution and effectiveness.

There are comprehensive arrangements for support and development, including pedagogic development and enhancement.

#### 6. The institution is effectively administered

- |     |   |   |
|-----|---|---|
| 6.1 | Administrators are suitably qualified and experienced and understand their specific responsibilities and duties.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.3 | The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.4 | Policies, procedures and systems are well documented and disseminated effectively across the institution.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.5 | Data collection and collation systems are effective and accurate.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.6 | Classes are timetabled and rooms allocated appropriately for the courses offered.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.7 | Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

The Institution is well served by competent and efficient administrative staff and systems in both buildings.

A wide range of appropriate policies and procedures is in use. There is some confusion between the use of the terms policy and procedure. Some documents, that are called policies, are actually procedures, as they include descriptions of operational tasks.

7. The institution employs appropriately qualified and experienced managerial and administrative staff

7.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff.	<input checked="" type="radio"/> Yes <input type="radio"/> No
7.2	There are effective procedures for the induction of all staff.	<input checked="" type="radio"/> Yes <input type="radio"/> No
7.3	There is a transparent and well-documented appraisal system for all staff.	<input checked="" type="radio"/> Yes <input type="radio"/> No
7.4	There are clear and appropriate job specifications for all staff.	<input checked="" type="radio"/> Yes <input type="radio"/> No
7.5	All staff are treated fairly and according to a published equality and diversity policy.	<input checked="" type="radio"/> Yes <input type="radio"/> No
7.6	The institution has a clear policy regarding the handling of legal issues relating to the employment of staff.	<input checked="" type="radio"/> Yes <input type="radio"/> No
7.7	Staff have access to a complaints and appeals procedure.	<input checked="" type="radio"/> Yes <input type="radio"/> No
7.8	Opportunities are provided for the continuing professional development of administrative and managerial staff.	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

Comments

There is a formal induction process for administrative staff, which is effective and supportive. The Institution allocates mentors to give advice and reassurance to newly appointed administrative staff.

The performance of the administrative staff is regularly reviewed, through a variety of appropriate mechanisms. However, the formal process of performance review and appraisal, which is used for other staff, is not fully in place for the administrative staff. Opportunities for training and professional development, however, include specific provision for them and they also have access to academic staff seminars. There have been instances in the past of administrative staff progressing to academic work.

## INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

### 8. Academic staff are appropriately qualified and effective in facilitating student learning

8.1	Academic staff are appropriately qualified in terms of subject knowledge, pedagogic and communicative skills, and experienced for the courses to which they are allocated.	<input checked="" type="radio"/> Yes <input type="radio"/> No
8.2	The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills which will be required for final examinations or assessments.	<input checked="" type="radio"/> Yes <input type="radio"/> No
8.3	Learning outcomes for all programmes are articulated and are publicly available.	<input checked="" type="radio"/> Yes <input type="radio"/> No
8.4	Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these.	<input checked="" type="radio"/> Yes <input type="radio"/> No
8.5	Academic staff ensure the active participation of all students in class activities.	<input checked="" type="radio"/> Yes <input type="radio"/> No
8.6	Academic staff use a mixture of large and small group and individual activities, to encourage and support students' learning.	<input checked="" type="radio"/> Yes <input type="radio"/> No
8.7	Academic staff supply students with access to any additional learning materials as appropriate to support student learning.	<input checked="" type="radio"/> Yes <input type="radio"/> No
8.8	Academic staff produce schemes of work and detailed lesson plans and lodge these with the administration.	<input checked="" type="radio"/> Yes <input type="radio"/> No
8.9	Academic staff draw upon current research in their teaching.	<input checked="" type="radio"/> Yes <input type="radio"/> No
8.10	Students are encouraged and enabled to develop independent learning skills.	<input checked="" type="radio"/> Yes <input type="radio"/> No
8.11	Where appropriate, students are given the opportunity to obtain relevant workplace experience.	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA
8.12	Students have access to teaching staff outside teaching and learning sessions.	<input checked="" type="radio"/> Yes <input type="radio"/> No
8.13	The institution provides students and academic staff with access to appropriate resources and materials for study and encourages and supports their use of these.	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

#### Comments

Academic staff are well-qualified and benefit from close links with and support from the University. The Institution delivers teaching on the basis of a low student to staff ratio and small teaching groups. Inspectors observed a total of six teaching sessions. These were well-conducted, demonstrating a good range of teaching and learning methods. Research findings are often incorporated into teaching sessions. Considerable support is provided to assist students to develop academic writing and independent learning skills.

Learning outcomes for all programmes are clearly stated in programme specifications.

Students have very good access, both face-to-face and electronically, to staff outside formal teaching sessions.



9.	<b>Assessment is fair, well-organised and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work</b>	
9.1	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="radio"/> Yes <input type="radio"/> No
9.2	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="radio"/> Yes <input type="radio"/> No
9.3	Assessment tasks are clearly written, indicating what students need to do to achieve stipulated levels of achievement.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.4	Students receive detailed and supportive oral and written feedback on their assessments and overall performance and progress, which are effectively monitored.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.5	There are secure and efficient procedures for the administration of examinations and other means of assessment.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.6	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.7	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.8	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.9	The institution makes student records and transcripts available to its students in a timely manner.	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

#### Comments

The assessment process is robust and a range of appropriate assessment methods is used.

Plagiarism prevention arrangements, detailed in the Student Handbook, are effective and the Institution provides briefing, information and support, from induction onwards, to ensure that students are fully conversant with academic writing and referencing expectations.

Students confirmed that feedback arrangements are effective and supportive. The Institution places considerable emphasis on feedback and encourages academic staff to experiment with innovative methods of providing feedback to students. The National Student Survey (NSS) reports are highly positive about the Institution's quality of feedback.

10.	<b>The institution encourages and supports its staff to undertake research and other forms of scholarship and to engage in other professional activities</b>	
10.1	Academic staff are encouraged and supported to undertake research in relevant fields and to publish their findings.	<input checked="" type="radio"/> Yes <input type="radio"/> No
10.2	Academic staff contracts require academic staff to engage in research and/or scholarship relevant to their teaching and other duties.	<input checked="" type="radio"/> Yes <input type="radio"/> No
10.3	The institution encourages and supports staff to obtain additional qualifications.	<input checked="" type="radio"/> Yes <input type="radio"/> No
10.4	There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.	<input checked="" type="radio"/> Yes <input type="radio"/> No
10.5	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="radio"/> Yes <input type="radio"/> No

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

#### Comments

There is a clearly defined research agenda and research contributions are encouraged from all members of the academic staff. The Institution allows academic staff to use almost half their time for research activities. The annual appraisal system includes a research review component. Staff are also encouraged to develop pedagogical skills. Currently, there is a focus on learning, that is enhanced by technology.

New members of academic staff are encouraged and supported to publish academic papers, engage in pan-European networks and undertake doctoral supervision. There is an annual Teaching and Learning Conference at the University and

staff are enabled to participate and also to attain the Certificate in Learning and Teaching (CILT) and the highly desirable status of Fellowship of the Higher Education Academy.

## INSPECTION AREA - STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

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

11.1	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="radio"/> Yes <input type="radio"/> No
11.2	Information on the programmes available is comprehensive, accurate and up-to-date.	<input checked="" type="radio"/> Yes <input type="radio"/> No
11.3	There are effective procedures to update information on a regular basis.	<input checked="" type="radio"/> Yes <input type="radio"/> No
11.4	Students are informed of the status of the qualifications offered, including the awarding body and level of award.	<input checked="" type="radio"/> Yes <input type="radio"/> No
11.5	Students are given some indication of the type of careers graduates may follow and any professional body exemptions that may be available.	<input checked="" type="radio"/> Yes <input type="radio"/> No
11.6	Students are informed of the full cost of all programmes, including costs of assessments and any required materials.	<input checked="" type="radio"/> Yes <input type="radio"/> No
11.7	Students are informed as to the necessary English language requirements for entry on to programmes.	<input checked="" type="radio"/> Yes <input type="radio"/> No
11.8	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="radio"/> Yes <input type="radio"/> No

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

### Comments

Public information is managed by the Marketing and Communications Department and is regularly revised and updated. The information, that is available, is clear and comprehensive. Departments are fully involved in the process of reviewing the content in the publicity material, including the website.

The Institution has 4500 alumni in 15 different countries. This provides a useful source of information about progression, as well as possible informal recruitment contacts.

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

- |      |   |  |
|------|---|--|
| 12.1 | Entry requirements for each programme are set at an appropriate level and clearly stated in the programme descriptions seen by prospective students.                            | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 12.2 | A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.   | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 12.3 | 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="radio"/> Yes <input type="radio"/> No                          |
| 12.4 | All application enquiries are responded to promptly and appropriately.  | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 12.5 | Any recruitment agents are properly selected, briefed, monitored and evaluated.   | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 12.6 | 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="radio"/> Yes <input type="radio"/> No                          |
| 12.7 | Students with special needs are identified so that appropriate support can be provided.   | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 12.8 | Entry on the basis of accreditation of prior learning and prior experiential learning is subject to a rigorous process and is clearly documented.                               | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |

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

### Comments

Prospective students are provided with programme information and details of entry requirements, through both the website and informal personal meetings. The application form includes disability recognition information which, if appropriate, is recorded in the disability register and forwarded to the teaching department.

CITY College does not make extensive use of recruitment agents. A recruitment agency in Bulgaria has had its staff trained by the Institution and is subject to a formal monitoring process.

The Institution arranges interviews for all prospective students, who are often accompanied by their parents. There are a number of scholarship opportunities available.

## 13. Students receive pastoral support appropriate to their age, background and circumstances

- |      |   |   |
|------|---|---|
| 13.1 | There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.2 | Students receive an appropriate induction and information on the pastoral support available to them.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.3 | Students are issued with a contact number for out-of-hours and emergency telephone support.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.4 | The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.5 | There are effective systems to communicate with students out of class hours.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

### Comments

Students are assigned a personal tutor. They have very good access, both face-to-face and electronically, to staff outside formal teaching sessions. Tutors have undertaken staff training sessions to develop their pastoral skills.

Students have the opportunity to meet a trained counsellor about any personal or welfare issue. The Institution pays particular regard to reducing students' stress levels and boosting confidence. Information on the pastoral support arrangements and details of abusive behaviour procedures are provided in the student handbook, which is issued during induction.

Student representatives are elected by a democratic process and there is an active Student Union, with an office in the Sofou Building. Students are involved in a number of committees and an appropriate briefing is provided by the Institution.

**14. Students receive appropriate guidance**

- |      |  |   |
|------|--|---|
| 14.1 | Students are given an induction to the institution, their programme of study and guidance on the use of facilities such as the library and IT.                         | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.2 | Additional support or advice on alternative programmes is provided to students who are judged not to be making sufficient progress to succeed.                         | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.3 | Students have access to a fair complaints procedure of which they are informed in writing at the start of the course and offered guidance in submitting a complaint.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.4 | Students have access to careers advice and guidance, including progression to further study, from a designated and suitably qualified and experienced member of staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.5 | Students have access to careers information including prospectuses for further study.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

Arrangements for induction are effective. Students confirmed that the process is helpful and supportive.

The Institution provides a careers advisory service. Advice is available on Curriculum Vitae (CV) writing and job search techniques, as well as access to career-related seminars, interview techniques, extra-curricular activities, job fairs and internship opportunities. The careers service is available both to current students and alumni.

**15. Student progress is measured and recorded regularly on the basis of adequate and explicit data and effective remedial action taken where necessary**

- |      |   |   |
|------|---|---|
| 15.1 | Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and there is prompt intervention where appropriate. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 15.2 | There is a clear and published policy on required student attendance and punctuality, with effective procedures and systems to enforce it.                              | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 15.3 | Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly.                   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 15.4 | Student absences are followed up promptly and appropriate action taken.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 15.5 | Students are each allocated a personal tutor who is responsible for the regular review of students' progress.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

Student attendance is very closely monitored. A register is taken at the start of each class and students are sent weekly e-mails, which record their current attendance record. Where attendance falls below the minimum requirement, a meeting with the Head of Department is arranged and appropriate action is taken.

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

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

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

**Comments**

There is a comprehensive handbook for international students and appropriate support is provided on arrival.

The Institution actively celebrates diversity and encourages open and respectful behaviour.

Support from speakers of the first language of international students is provided, wherever possible. If necessary, recourse will be made to the embassy or consulate of the country concerned.

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

- |      |   |   |
|------|---|---|
| 17.1 | Any residential accommodation is clean, safe and of a standard which is adequate for the needs of students. | <input type="radio"/> Yes <input type="radio"/> No                          |
| 17.2 | Any residential accommodation is open to inspection by the appropriate authorities.                         | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 17.3 | A level of supervision is provided appropriate to the needs of students.                                    | <input type="radio"/> Yes <input type="radio"/> No                          |
| 17.4 | Students are provided with advice on suitable private accommodation.  | <input type="radio"/> Yes <input type="radio"/> No                          |

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

**Comments**

No residential accommodation is provided. Student Services assists any students, who are seeking accommodation by providing details of appropriate accommodation agencies. The Institution also conducts checks on the standard of the properties on offer.

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18. **The institution provides an appropriate social programme for students and information on activities in the locality**

- |      |  |   |
|------|--|---|
| 18.1 | Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.2 | The social programme is responsive to the needs and wishes of students.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.3 | Any activities within the social programme have been chosen with consideration of their affordability by the majority of students.                     | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.4 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.                | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.5 | Students are encouraged to develop and participate in extra-mural activities.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

The Student Union office is overseen and supported by Student Services. The Student Union organises a diverse range of extra-curricular activities, which are promoted to the student body by means of posters and social media. Public engagement and social responsibility are strongly promoted through these activities. Social programme activities are, wherever possible, linked to learning outcomes.

**INSPECTION AREA - PREMISES, FACILITIES AND LEARNING RESOURCES**

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

- |      |   |  |
|------|---|--|
| 19.1 | The institution has secure tenure on its premises.  | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 19.2 | The institution has the legal right to use these premises for the delivery of higher education.   | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 19.3 | Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. | <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA |

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

**Comments**

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

- |      |   |                                      |  |
|------|---|--------------------------------------|--|
| 20.1 | Access to the premises is appropriately restricted and secured.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No                                     |
| 20.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No                                     |
| 20.3 | 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="radio"/> Yes            | <input type="radio"/> No <input checked="" type="radio"/> NA |
| 20.4 | General guidance on health and safety is made available to students, staff and visitors.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No                                     |
| 20.5 | There is adequate signage inside and outside the premises and notice boards for the display of general information.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No                                     |
| 20.6 | 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="radio"/> Yes | <input type="radio"/> No                                     |
| 20.7 | There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No                                     |
| 20.8 | There is adequate air conditioning, heating and ventilation in all rooms.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No                                     |

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

**Comments**

Reception desks, in both the Sofou and Strategakis buildings, are staffed during opening hours, although there is no formal signing-in arrangement. However, neither location poses any security threats and Closed-circuit Television (CCTV) cameras are located throughout the buildings.

Both buildings are in an excellent state of repair and decoration, with good circulation space, arrangements for heating and air conditioning and toilet facilities. There are lifts in both buildings and the premises are accessible to wheelchair users. Signage is good both outside and inside the buildings. Numerous notice boards display colourful and attractive posters and other useful information.

Students and staff receive health and safety information during induction. Signs in the buildings effectively remind visitors about health and safety requirements. However, the Institution should consider providing some form of briefing or guidance information to visitors on arrival.

**21. Classroom and other learning areas are appropriate for the programmes offered**

- |      |   |                                      |                          |
|------|---|--------------------------------------|--------------------------|
| 21.1 | 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="radio"/> Yes | <input type="radio"/> No |
| 21.2 | Classrooms and any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level which allows for the effective delivery of each programme. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 21.3 | There are facilities suitable for conducting assessments such as examinations.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

**Comments**

Classrooms are large and spacious and well equipped with computers, screens, whiteboards and smartboards. Chairs and tables are suitable. The Institution has one large lecture hall, with 120 seats, and a computer laboratory with 35 workstations. The library facility, in the Sofou building, has additional computing facilities and a study area. The Institution provides an excellent learning environment throughout its two premises.

## 22. There are appropriate additional facilities for students and staff

- |      |   |   |
|------|---|---|
| 22.1 | Students have access to sufficient space and suitable facilities for private individual study and group work.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 22.2 | Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 22.3 | Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.                             | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 22.4 | Students and staff have access to secure storage for personal possessions where appropriate.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 22.5 | There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 22.5 | Administrative offices are adequate in size and suitably resourced for the effective administration of the institution.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

### Comments

There are spaces for students to relax and meet their friends on each floor of both buildings. Sofou building also has an attractive cafe, with an outside balcony. Lockers are available for students in the library and elsewhere for staff.

Administrative offices are spacious and well-appointed. Additional offices are currently being made available in the Strategakis building. Rooms for meetings are available, including a large boardroom.

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

- |      |  |   |
|------|--|---|
| 23.1 | The library is adequately staffed with appropriately qualified and experienced staff.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 23.2 | The library has sufficient space for student independent study and group working.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 23.3 | There is sufficient provision of learning materials including books, journals and periodicals and online materials.                        | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 23.4 | There is a well-organised lending policy.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 23.5 | 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="radio"/> Yes <input type="radio"/> No |
| 23.6 | Library opening times are sufficient to encourage and support student independent learning.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

### Comments

A large and spacious library facility, in the Sofou building, is well-stocked and well-designed. The library's open hours are appropriate and include the weekends. The weekend opening was a result of student feedback. The facility has dedicated space for individual Information Technology (IT) work, a seminar room and meeting rooms and office accommodation. Students are enthusiastic about the library and the advice and help, which are on offer from specialist staff. The experienced Head Librarian is supported by additional qualified support staff.

Decisions about the purchase of text books are made twice a year and are based on syllabus requirements and requests from academic staff. The Head Librarian has good working relations with the main Athens-based publishing houses.

Library protocols, including the lending arrangements, are clearly explained to students during induction and they have the opportunity to provide feedback on the facility and its services.

Students can also access the University's on-line resources, as well as other useful external on-line resources. The Institution is a member of the Greek libraries' network and can facilitate student access to its library facilities.



The virtual learning environment includes copies of classroom learning materials and useful information on academic writing and tutorial arrangements.

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

- |      |   |   |
|------|---|---|
| 24.1 | There are sufficient computers of the necessary specification to meet student and staff needs.                  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 24.2 | There is provision of appropriate, up-to-date, software which reflects the needs of the programmes.             | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 24.3 | There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

There is wireless access throughout the two buildings. Most students use their own laptops. The computer laboratory is mainly used as a classroom.

A defined schedule is in place for up-dating software and hardware. Updating proposals are discussed in the Staff and Student Committee and students are able to make suggestions. The Information and Communications Technology (ICT) Committee approves and signs off all IT renewals and upgrades.

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

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

- |      |  |   |
|------|--|---|
| 25.1 | The institution undertakes regular and systematic monitoring of its operations.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 25.2 | The institution conducts periodic reviews of all aspects of its performance against clearly specified and appropriate performance indicators.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 25.3 | The nominated leader for each course produces an end of-session (semester or year) report which includes measures of student satisfaction, completion rates and achievement levels.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 25.4 | The nominated programme leader, drawing upon reports from its constituent courses, produces an annual programme report which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 25.5 | Reports, which present the results of the institution's reviews, evaluate its performance and incorporate action plans, are compiled at least annually. These are considered by senior management and the board of trustees and, where appropriate, shared with all stakeholders.    | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 25.6 | All programmes are subject to annual review and to full revalidation every five years.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 25.7 | Annual review and revalidation of programmes involve external assessors.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 25.8 | All quality management policies and procedures are clearly documented, for example in a quality manual or similar, and brought to the attention of staff and, where appropriate, students and other stakeholders.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 25.9 | Particular attention is paid to the quality of the student learning experience and to ensuring there is fair treatment of all students.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

Quality assurance arrangements represent a combination of the Institution's and the University's processes.

A Quality Assurance and Enhancement Committee includes Heads of Department, who also participate in University

committees.

The quality assurance process reviews both curriculum and syllabus and considers possible revisions based upon external examiner and student feedback. Unit and course reports detail students' achievements and any problems encountered. Annual reflection meetings take place with student representatives. The annual reflection reports are based on discussions with the departments. They cover successes, challenges, priorities, data from the NSS and student feedback. The Academic Board considers the reports.

The Institution has established an Industrial Advisory Board, which meets annually and involves external business and industry representatives. Recommendations from this body have, in the past, led to changes to programme content, which reflect international business considerations.

A Periodic Review is carried out by the University every five years and provides a useful method of highlighting departmental strengths and areas for improvement. Outcomes and action plans are communicated to the Executive Board.

There are clear processes in the Institution for dealing with the outcomes from external examiner reports and students have the opportunity to become involved.

The Analytical Account for Quality Assurance manual, produced in June 2016, provides a clear description of quality assurance processes.

The Institution attempts to establish an ethical academic culture and pays considerable attention to fairness, trust and respecting diversity in its premises and provision.

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

26.1	Views of all stakeholders, including academic staff and students, partner institutions and employers, are canvassed and recorded regularly through various means, including face-to-face meetings, feedback questionnaires and, where appropriate, formal student representation.	<input checked="" type="radio"/> Yes <input type="radio"/> No
26.2	The views of stakeholders are considered objectively, evaluated thoroughly and, where necessary, appropriate action is taken.	<input checked="" type="radio"/> Yes <input type="radio"/> No
26.3	There are effective means of responding to stakeholders' opinions and keeping them informed of any actions taken and reasons for no action being taken, through formal feedback mechanisms.	<input checked="" type="radio"/> Yes <input type="radio"/> No
26.4	Key performance indicators will include analysis of student outcomes in terms of the current year and year-on-year performance and any significant variations in student achievement between different programme components.	<input checked="" type="radio"/> Yes <input type="radio"/> No
26.5	The institution engages with the wider community, such as employers and its alumni, in a formal and systematic manner in order to obtain feedback on the relevance of its provision and to identify areas for development.	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

**Comments**

Feedback is regularly obtained, across the provision, and is systematically analysed at a senior level in the Institution.

Arrangements have been made to obtain feedback from external organisations, on the performance of graduates, together with feedback from community and civic groups about extra-curricular activities. The Institution participates fully in the NSS and has achieved better outcomes than the University in some areas.

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

- |      |  |   |
|------|--|---|
| 27.1 | All stakeholders are invited and encouraged to make suggestions for enhancement.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.2 | In their annual appraisal, all staff are required to identify where they have facilitated enhancement and to identify further areas requiring enhancement. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.3 | End-of session course and annual programme reports should include enhancements made and identify further areas requiring enhancement.                      | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.4 | Action plans are implemented and reviewed regularly within the institution's committee structure.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.5 | Staff professional development needs are identified through appraisal and other means, and measures taken to support staff to address these.               | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.6 | The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary.      | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

The staff performance appraisal system includes opportunities for staff to make suggestions about enhancement. Staff development opportunities are identified and discussed at the appraisal discussion.

Staff contracts place an expectation on employees to contribute to the development of their department with ideas and developmental proposals.

There are procedures to ensure that sensitive information is treated confidentially. External examiners are required to sign a confidentiality agreement.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated. ☒ Yes ☐ No

## PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

*Numbering of action points aligns with that of the minimum standards*

### GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

#### Institution's strengths

There are clear and well-defined arrangements for governance and management, within the context of the close relationship with the University of Sheffield.

A robust and effective strategic planning process includes inputs from key staff, at various levels.

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

### ACADEMIC MANAGEMENT AND ADMINISTRATION

#### Institution's strengths

There are well-established and effective communication arrangements at all levels across the Institution.

Close monitoring of progress, with defined action plans, is undertaken.

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

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's strengths

This is a student-centred Institution, that encourages innovative teaching and learning practices.

Committed and enthusiastic teaching staff use a range of teaching methods.

The Institution makes successful use of a wide variety of methods of assessment feedback.

Teaching sessions draw heavily upon current research findings.

A range of imaginative extra-curricular activities and projects effectively supports learning.

Excellent academic professional development opportunities are available and the Institution actively encourages individual academic development and research.

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

## STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

### Institution's strengths

Excellent pastoral support arrangements are provided for students.

There is a highly effective careers support and guidance facility, which is open both to current students and alumni.

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

## PREMISES, FACILITIES AND LEARNING RESOURCES

### Institution's strengths

There is an excellent library facility, which is well used and highly valued by students.

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

## QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

### Institution's strengths

The Institution is well served by comprehensive and effective quality assurance processes.

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

## RECOMMENDED AREAS FOR IMPROVEMENT

The Institution might consider whether an element of externality in the composition of its Executive Board could further enhance its deliberations.

Formal performance appraisal arrangements should be extended to all the administrative staff.

There is some confusion between the use of the terms policy and procedure and the Institution could explore possible ways of differentiating between statements of overall intent, which are policies, and descriptions of operational tasks, which are procedures.

Visitors to both sites should receive some initial information or briefing about health and safety, including fire prevention and fire evacuation arrangements.

## COMPLIANCE WITH STATUTORY REQUIREMENTS

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