

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Reaccreditation Inspection

INSTITUTION: Mediterranean College

ADDRESS: 8 Pellinis Street
11251 Athens, Greece

Egnatia 2-4, GR546 26,
Thessaloniki

HEAD OF INSTITUTION: Professor Sophocles Xinis

DATE OF INSPECTION: 22 & 24 February 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: 14 April 2016

1. Background to the institution

Mediterranean College was founded in 1977 and belongs to the Xinis Educational Group, a major provider of private education in Greece. The College is a founder member and plays a major role in the Hellenic Colleges Association, which represents Greek colleges offering higher education from overseas institutions. Since 1992 the College has offered higher education programmes in partnership with UK universities, working through franchise agreements. First accredited by BAC in 2001, the College has worked within a number of different collaborative partnerships and is currently offering franchised programmes of the University of Derby (for the majority of its undergraduate and postgraduate programmes); it also has a collaborative agreement with Manchester Metropolitan University.

Following changes in Greek Law, private higher education institutions are overseen by the Ministry of Culture, Education and Religious Affairs. Institutions are subject to rigorous inspection of premises, finances and curriculum and may then be formally licensed. Mediterranean College was last inspected in 2015 and its license was renewed. Other recent changes in the law have resulted in a higher level of recognition of degrees awarded under franchise agreements, making them in principle, equivalent in status to those awarded by state university institutions.

The partnership with the University of Derby is strategic and multi-level. It encompasses close collaboration between programmes, liaison between academic staff at programme level, close communication through the University's Partnership Unit, adherence to a range of quality assurance and reporting requirements, some joint research, and participation in the University's annual Collaborative Conference. The collaboration between the University and the

College was reviewed by the QAA in 2015-16 and that review resulted in a very positive report.

Mediterranean College offers its programmes on two campuses, with identical curricula. The Athens campus is situated in a pedestrian precinct in a central Athens with good transport facilities. The slightly smaller Thessaloniki campus is also located centrally in the city. In general, management decision making, academic policy and curriculum development is led from Athens, and it was clear that there was very regular communication and liaison between the two College sites. It is well known that Greece has suffered a major recession and a serious financial crisis in recent years. This has inevitably had an impact on the College, some with constraints on finances and on staff appointments; however, student recruitment has held up relatively well.

2. Brief description of the current provision

The College currently offers undergraduate programmes franchised or validated by the University of Derby in the subject areas of Business Studies, Computing, Mechanical and Civil Engineering, Psychology, Childhood Studies, Culinary Arts, and Hospitality Management. Programmes franchised by Manchester Metropolitan University are in Physiotherapy and Speech Therapy. The College runs an Advanced Computer Networks and Hospitality Management programmes at MBA level, again franchised from Derby, and Masters programmes are also offered in Marketing Management, Psychotherapy, and Education. Programmes are organised in seven Schools, each led by a School Coordinator

The College has a pedagogically informed approach to teaching in Greek or in English. For undergraduate programmes, the first year is taught in mainly Greek and the final year mainly in English, with a transitional period between. English language support is an important supplement to the taught programmes. The MBA which is also taught in Greek. Post-graduate programmes are entirely in English. The assessment procedures and requirements are adjusted to reflect this strategy.

The College reported student numbers of 843 full time and 243 part time students in January 2016. It employs 20 full time and 170 part time academic staff, with 46 permanent administrative staff.

3. Inspection process

The inspection team consisted of two inspectors and a student member. The inspectors spent one day in Athens and one in Thessaloniki. The Thessaloniki premises were leased by the College in 2012 and had not previously been visited in the course of an inspection.

The inspection team met with the Managing Director, the two Deputy Heads of Academic Affairs, the Senior Administrative Officer, together with, at both campuses, other representatives of senior management, administration and support services, academic staff (lecturers, programme leaders and School coordinators), and with representative groups of students. Eight classes were observed in the course of the inspection, delivered in both Greek and English.

4. Inspection history:

Inspection type	Date
Full Accreditation	Athens 25 Jan 2001
Interim	Athens 4 Feb 2002
Re-accreditation	Athens 16-17 Feb 2006
Supplementary	Thess 11 May 2007
Interim	Thess 29 April 2010
Re-accreditation	Both 18-20 May 2011
Interim	Athens 30 April 2014

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

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| 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

- The College is governed by a small Board of Directors which draws mainly upon the family members. The members of the Board have long-standing experience in the management of private education in Greece and have relevant qualifications. Key policy decisions, for instance regarding the introduction of new higher education programmes, are made by the Board of Directors in consultation with the College's Academic Committee.
- The oversight of academic provision is subject to monitoring and risk assessment through well-established procedures and is considered in the deliberative structures of the academic committees. For the wider operations of the College and in its strategic planning, there was good evidence that risk assessment exercises are also carried out at the senior management level, but these are currently conducted more informally. The College is therefore encouraged to develop a more explicit statement regarding risk assessment, together with the associated formal processes, so as to support its internal planning and for the reassurance of external stakeholders.
- The College's collaborative partnerships with its franchising and validating universities are well documented and subject to formal contracts.

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. Yes No
- 2.2 There is provision for stakeholder input to inform the strategic direction of the institution. Yes No
- 2.3 The strategy is well communicated to all stakeholders within and outside the institution. Yes 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. Yes No

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

Comments

- The College has a clearly formulated overall 'Vision and Goal' which is set out on its website.
- Strategic planning is informed by Greek higher education policy and the College's accountability to the Ministry of Education; by national and local market demand and the economic context; and by the College's partnership arrangements. Evidence was seen of systematic strategic analysis and the communication of the College's strategy to internal and external stakeholders.
- The monitoring of performance against targets with regard to recruitment, retention and student achievement is a regular process at the interdepartmental level.
- The College will benefit from the introduction of a more comprehensive strategic plan with clear targets, in a published form, with regular review of performance at institutional level.

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

- The College's 2014 Statement of Accounts demonstrates that its financial management is subject to external audit. Greek Law requires that the accounts are submitted to the Ministry of Education and state tax authorities as a condition of license.
- Financial accounts are published and the balance of accounts for 2014-2015 was seen and confirmed, as was an internal review of financial outcomes at School level.
- The College employs both financial and legal administrators to support effective financial management, and the financial department operates independently from other management areas.

INSPECTION AREA - ACADEMIC MANAGEMENT AND ADMINISTRATION

4. The institution is effectively managed

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| 4.1 | The management structure is clearly defined, documented and understood by all stakeholders including governors, management, staff and students. | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.3 | There are clear channels of communication between management, the governing body, staff, students and other stakeholders. | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.5 | There is an effective committee structure with appropriate reporting lines which informs management decision-making and provides feedback to stakeholders. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.6 | Committees and other meetings have clear and appropriate terms of reference, are scheduled to meet regularly and are minuted accurately. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.7 | There is a set of comprehensive policies, regulations and procedures for staff and student conduct. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.8 | Management ensures that all information, internal and external, including publicity material, is accurate and fit-for-purpose. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.9 | A policy exists and is administered effectively regarding collection of and refund of student fees. | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.11 | Action plans are implemented and reviewed regularly, with outcomes reported to management and subsequently to the governing body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.12 | Management monitors and reviews academic and administrative staff performance through a clearly documented and transparent appraisal system. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

- The structure of the management, with defined roles and responsibilities, is set out clearly and well understood. Academic management is led by the Head of Academic Affairs, who oversees both campuses, and the Deputy Heads of Academic Affairs who have learning and teaching and operational remits. There is a well-established hierarchy of responsibility, from individual academic staff to programme leader to School coordinator to the Heads of Academic Affairs / Academic Director and the Head of College.
- The College benefits from its relatively small scale in achieving effective communications, both within and across its two campuses. The Office for Academic Affairs provides for cohesion and good communication across the subject Schools.
- A range of policies and procedures relating to the overall regulation of the academic delivery are well documented. The College's internal policies are complemented by a comprehensive Operations Manual developed by its main franchising partner university.
- Weekly joint meetings are held of the academic school coordinators and the management team; academic staff and programme coordinators meet across the campuses to ensure alignment of the programme delivery.
- The College's Academic Committee has general oversight of the academic provision and receives regular reports. Its meetings are formally conducted and minuted. The Learning Resources Committee has responsibility for academic resources and support structures.
- The College draws effectively upon the support of its partner, the University of Derby, in framing many aspects of its policy regarding curriculum delivery, including in particular quality assurance and reporting. A Liaison Committee ensures regular communication and key programme management policies are framed in the College's Collaborative Manual. The University's Partnership Unit provides regular liaison and support, as do university programme managers.
- Reports, with accompanying action plans, are made for each programme, covering key indicators.
- A comprehensive annual report on the College's provision is produced, drawing on the data gathered from programme reports and their consideration by the Academic Committee; the report is submitted to the university where it is formally received as a part of the partnership arrangements.
- An appraisal procedure for academic staff has been established with clearly defined procedures; for administrative staff there is a level of performance review which meets some of the expectations of appraisal, and further development is envisaged.

5. Academic management is effective

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| 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

- The College offers franchised higher education programmes, drawing on and adapting as necessary the approved curricula of its partner university. New programme development is undertaken jointly with the university. The relevant procedures are well developed and support the College in meeting UK standards for higher education.
- Alignment of programmes with the stated prospectus is achieved through a range of monitoring procedures, including programme boards, student liaison boards, and accountability to the franchising university.
- A review of resources is an integral part of new programme review and approval. The Learning Resources Committee oversees the allocation of resources to support programmes.
- Procedures for the appraisal of academic teaching staff are well-defined. The evidence seen by inspectors included a report pro-forma with constructive, well-judged comments, and the appraisal procedure takes in formal classroom observation of teaching. Good practice is recorded and shared within programmes. This is a positive feature of academic management.
- The College supports the professional development of academic staff through a range of activities, with an annual staff development plan for internal staff development, an annual learning and teaching conference, and participation in the collaborative conference organised at the partner university. There are therefore a range of opportunities available for systematic, pedagogically focused professional development.

6. The institution if effectively administered

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| 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 College's academic provision is well supported by a range of relevant administrative functions, whose staff are well qualified and led by senior administrators.
- Procedures are clearly specified in the Handbook of Internal Academic Procedures, the Internal Regulations Handbook and the Academic Calendar of the College.
- The College has effective systems in place for digital record keeping and data collection. The same administrative procedures, systems and data management software are used across the Athens and Thessaloniki sites, with regular liaison between the local administrative staff, allowing for effective and efficient sharing of information and communication of policy.
- The College is currently developing a detailed, process-based, Manual for Administrative Procedures, aiming at further quality enhancement in this area - an initiative which is strongly encouraged.
- Students met by the inspectors consistently praised the quality of administration and support services, and the strong and well-coordinated team effort that was evident to provide a high quality service to students is commendable.

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

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

Comments

- All administrative and managerial staff have well defined roles and job specifications. There is a formal appointment procedure and the College has a central human resources unit which oversees the appointments process and also develops personnel-related policy. Examples were seen of a systematic induction and supportive on-the-job training for newly appointed staff. New staff in Thessaloniki were well supported through liaison with their counterparts in Athens.
- Annual goals are set for administrative departments against which performance is measured.
- The College has a published equality and diversity policy in place, and adherence to employment law is overseen by the central department.
- While Mediterranean College operates an 'open door' policy for the communication of staff suggestions and complaints, it is currently working on the introduction of a more formal complaints and appeals procedure available to staff. The College must complete the introduction of this procedure.
- Similarly, while overall departmental performance is monitored, the College is at present still aiming to introduce a more formal staff appraisal for administrative staff. The College is recommended to make appraisal in this context more explicit through more detailed policy and process documents and through an agreed record of outcomes, so that it can support focused staff development for its administrators, who form the majority of its full-time staff.
- There is a published guide for staff development and the College's administrative staff are included in staff development activities and opportunities, and had, for instance, visited the partner university and attended conferences and professional courses offered by the College.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

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

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| 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

- Examination of CVs showed that the College's academic teaching staff are well qualified, many with higher degrees. Staff are accredited by the partner university as suitably qualified lecturers for each module they teach.
- The College draws on the franchised programme and module handbooks of the partner university in specifying its programmes. The programme handbooks include well-defined learning outcomes and aligned assessment, and there is shared advice across institutions on the delivery of classes. Students following some programmes received detailed study packs which give information of individual classes, and teaching staff use module and lesson plans in their delivery of courses.
- Regarding the communication of programme details to students, the examples of programme handbooks seen during the inspection provided full and clear details relating to course content. However, there was some inconsistency in presentation, with a number of handbooks simply reproducing text directed at students of the partner franchising university. The College will wish to ensure that the introductory information given in the programme handbooks is related to the local College context (details of teaching staff, facilities etc.) and that best practice with regard to the 'Hellenisation' of student information is adopted across all its programmes.
- Observed classes were generally showed well-structured learning with good student participation; examples of excellent teaching were seen. The College uses a wide range of teaching and learning strategies in its programmes.
- Students are expected to cover a part of the workload of all programmes in an independent manner, and the College has tutoring system and a learning support service to encourage and advise students on independent study.
- The College organises an annual Student Excellence Conference, held in Athens, at which students make presentations on their projects and compete for prizes at undergraduate, postgraduate and alumni level. This is a major event with up to 400 participants and includes employer involvement. Students are also able to attend the Xinis Education Festival, organised annually and offering over a hundred free seminars, conferences and workshops.
- All staff are accessible to students at designated office hours, and through email communication. Course material and study support is provided through the in-house virtual learning environment (Moodle) which was seen to be well-designed and implemented.
- Students met during the inspection were unanimously very positive in their view of the quality of teaching, praising the professionalism and commitment of academic staff, the support from programme leaders and the accessibility of staff. Students particularly highlighted the imaginative use of visual media in classes. There was a strong sense of both staff and students appreciating the positive ethos of the institution, and students benefiting from this in their studies and employment opportunities.

9.	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	
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 College draws on the procedures and requirements of its partner universities in its management of assessment. As a result, assessment strategy is carefully specified and all marking is moderated internally and externally, providing a robust system. Assessment strategies are related to defined learning outcomes and marking schemes are followed. Mitigating circumstances, academic offenses and appeals policies are those of the partner universities.
- Students were very clear regarding the assessment schedule for their programmes, and this is published in module handbooks, on the internal VLE and on noticeboards.
- Student assessment records are maintained both at the College and by partner institutions.
- Submission and marking of assessed work is generally computer-based and well supported by the available technology; this allows both staff and individual students rapid access to the assessment profile. Marked work seen by inspectors provided detailed and helpful comments although there was some inconsistency found in the quality of feedback across the sample; the College is encouraged to continue monitoring of assessment feedback to ensure consistency of quality across programmes, thus supporting greater consistency of practice in this area.
- Moderation of student assessed work counting towards degree grades is carried out by the partner university staff and also by the University's external examiner. The external examiner has visited the College. External examiner reports relating to the College's programmes were confirmed to be informative and helpful.
- Some students met by the inspectors commented on difficulties with timeliness regarding the return of marked work and grades; for students in the early years of programmes, still studying in the Greek language, the need for translation can cause delay and the requirements for moderation can also cause hold ups in the turnaround of assessed work. The College is recommended to seek ways in which it can define and meet reasonable deadlines for the return of graded work, so that students can benefit from one piece of assessment before attempting another.

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

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

- In its self-evaluation the College stated that it focuses primarily on providing excellent teaching and learning services to its students. There was good evidence of effective staff development to support learning and teaching innovation and in that sense there is some pedagogically-related scholarship evident. The wider research dimension is more limited, but it is nevertheless present, although the picture is currently a mixed one, perhaps partly due to economic constraints.
- Research achievement is taken into account as a criterion for appointment but there is no requirement in staff contracts to engage in research and staff seeking higher academic qualifications have to do this in their own time.
- The College does recognise and encourage research activity to an extent, however, there is a small budget to support research, and a research coordinator. There are examples of successful joint publication with staff at the partner university. Staff may be funded to attend conferences, and the College has organised major conferences in its own right. It supports joint staff-student research and presentations through its Annual Student Conference, a very positive initiative.
- The College has established, in 2012, a Centre for Research, Technological Development and Innovation (KETAK) as a separate legal entity. The Centre has among its goals the support for postgraduate studies at the College. While clearly strongly relevant, on the evidence available this initiative has still to be fully realised.
- The College has recognised the desirability of a stronger research orientation to support excellence in teaching, and it aims to develop a College Research Strategy, one that can be sustainable in the current national financial situation. Staff met during the inspection nevertheless remained uncertain about the nature and level of any available support for research. The College is therefore recommended to pursue its aim to establish a Research Strategy, which should include in its scope transparent information to its staff regarding the availability and the procedures for obtaining any funding to support research.

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

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| 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

- The College's promotional material is comprehensive, presented through printed media and its well-developed website. Detailed information is provided regarding programme content, employment, accreditation, and partner institutions.
- The website is updated on a regular basis and provides a full and accurate picture of the College for prospective and current students.
- Student fees for each year are clearly stated on the application (declaration) form and any additional costs are made clear in the Student Handbook.
- Promotional material and associated student information are formally approved by the partner university.
- There is an expectation that students will have the equivalent of IELTS 4.5 on entry to the College and will reach IELTS 6 by Level 6, when English fully replaces Greek as the language of course delivery.

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. Yes No
- 12.2 A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified. Yes 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. Yes No
- 12.4 All application enquiries are responded to promptly and appropriately. Yes No
- 12.5 Any recruitment agents are properly selected, briefed, monitored and evaluated. Yes No 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. Yes No
- 12.7 Students with special needs are identified so that appropriate support can be provided. Yes 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. Yes No

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

Comments

- Admissions requirements for the College's programmes are set by the partner universities, subject to formal application with admission reported to and confirmed by the partner.
- The College's admissions department is a large team of trained professionals, whose performance is regularly monitored and appraised, and who respond rapidly to all application enquiries and support the initial stage of the admissions process. Applicants are then reviewed by the Academic Affairs unit, with review of documentation, a personal interview with the programme leader, and English language placement test, accreditation of prior learning (as appropriate) and recording of special needs. Additional support is available as necessary through the International Office, the English department, and other support services.
- While there is a formal procedure for assessing English language ability, the inspectors heard from students that for some classes, participants showed a very wide range of ability in English, thus potentially limiting the progress of the more linguistically able students. While fully endorsing the College's approach to Anglophone studies, the inspectors would encourage the College to monitor the students' transition from Greek to English classes and where possible to target its additional support so as to achieve more homogeneous groups with regard to language competence.

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

- A personal tutoring system operates, with regular meetings arranged on an individual basis. Students are able to refer to the Student Affairs Office for advice on personal issues. Tutors report on their tutees on a monthly basis, including a report on attendance.
- The College has a counselling centre, a learning support centre and a careers office.
- The College has an equality and diversity policy in place.
- Communication and contact relating to the availability of support is established through programme handbooks, email communication and phone contact.
- Students confirmed that the pastoral support provided by the College was excellent. The College's strong network of student support arrangements is commendable.

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 |
| 14.3 | 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 |
| 14.3 | 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

- Induction is very well-managed by the College. All students participate in a three/four-day induction programme, supported by a well-designed induction pack of information. Induction addresses both the College services and the individual programme. The induction process is extended across an orientation period for the first semester of study.
- The College's educational adviser and the Career Office are able to give advice on change of study and on careers guidance. The Career Office is particularly well developed in its range of activities, through the College's Employability Scheme. This offers a wide-ranging programme of seminars, guest lectures, individual advice on CVs and applications, introductions to employers and organising annual Career Days and a Careers Fair with invited employer representatives. Students praised the effectiveness of careers support, and liked the strong vocational focus of their study programmes. This focus on employability is a strong feature of the College's provision.
- The College also maintains close links with its graduates through an Alumni Association, thus strengthening further its employer network.
- A complaints process for students is documented in the Students' Handbook and is supported by the Student Affairs Office.

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

- Individual student outcomes are considered regularly by personal tutors and programme leaders. Student progress is then monitored formally through review of summative assessment and in assessment boards.
- The College's attendance policy is clearly stated and communicated, attendance data are collected in real-time for every class and logged on the College's computer system. Attendance patterns are then monitored on a weekly basis by the programme administrator. There are formal procedures for follow-up. The College intends to strengthen further its response time in addressing follow-up for absences.

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. Yes No
- 16.2 On arrival, international students receive an appropriate induction in issues specific to the local area. Yes No
- 16.3 Information and advice specific to international students continue to be available throughout their time at the institution. Yes 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. Yes No

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

Comments

- The College provides a range of carefully designed services to support its international students, managed and led from its International Office at the Athens campus, where the majority of these students choose to study.
- These services include support with visas, advice on travel and orientation, a pick-up service on arrival, a carefully tailored induction pack, support with finding accommodation and ancillary English language classes.
- Full information for international students is included on the College's website.
- The College also runs an International Students Club.
- Students confirmed the accessibility and effectiveness of support available to them. Overall the College's arrangements for international students are comprehensive and of high quality.

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. Yes No
- 17.2 Any residential accommodation is open to inspection by the appropriate authorities. Yes No NA
- 17.3 A level of supervision is provided appropriate to the needs of students. Yes No
- 17.4 Students are provided with advice on suitable private accommodation. Yes No

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

Comments

There is no College-based residential accommodation. The College administration offers support to students in finding suitable accommodation in Athens and Thessaloniki.

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. Yes No
- 18.2 The social programme is responsive to the needs and wishes of students. Yes No
- 18.3 Any activities within the social programme have been chosen with consideration of their affordability by the majority of students. Yes No
- 18.4 Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. Yes No
- 18.5 Students are encouraged to develop and participate in extra-mural activities. Yes No

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

Comments

- A good range of social, sport and community activities are made available to students at the College, promoted and overseen by the Student Affairs Office
- With the cooperation and support of the College, the Students' Union organises student events and provides for a number of student clubs and societies. Depending on the level of student interest, it has organised trips in Greece and abroad, student parties, visits to the theatre, film showings etc.
- The College is committed to encouraging its students in volunteer work and with support from the Students Affairs Office they have contributed to a number of voluntary projects in Athens.
- The College organises a range of sporting events and College student teams participate with some success in local competitions in football and baseball.
- Particularly notable is the strength of extramural, academic-related, activities at the College, which include the Educational Excellence Conference and, since 2013, a Student Conference where students present the most outstanding pieces of academic work.

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. Yes No
- 19.2 The institution has the legal right to use these premises for the delivery of higher education. Yes 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. Yes No NA

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

Comments

- The College's premises are either owned (Athens) or leased (in Thessaloniki). Greek national law defines the leasing conditions and duration, and premises are inspected and licensed by the Ministry of Education. As required, the College uses external facilities for teaching specific course aspects (e.g. professional kitchens, engineering, physiotherapy).

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. Yes No
- 20.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes 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. Yes No NA
- 20.4 General guidance on health and safety is made available to students, staff and visitors. Yes No
- 20.5 There is adequate signage inside and outside the premises and notice boards for the display of general information. Yes 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. Yes No
- 20.7 There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness. Yes No
- 20.8 There is adequate air conditioning, heating and ventilation in all rooms. Yes No

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

Comments

- The inspection team visited and viewed the Pellinis campus in Athens and the Egnatia building in Thessaloniki.
- The standards for educational buildings are prescribed by Greek law, licensing is subject to a full inspection which includes consideration of specified health and safety requirements.
- Health and safety information is included in the Student Handbook, and covers earthquake evacuation procedures.
- The College's Athens building fully meets the criteria for this standard.
- The Thessaloniki Egnatia building visited by the inspection team was leased by the College in 2012. Formally a hotel, the building is of high quality construction and is centrally located. In general, the premises satisfactorily meet the standard and in some aspects provide a good environment, including for instance a large lecture and conference room. However, while renovation of the building has been carefully effected, there are some features which it was considered would benefit from further attention (see following standard).

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. Yes 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. Yes No
- 21.3 There are facilities suitable for conducting assessments such as examinations. Yes No

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

Comments

- In general, the College provides high quality teaching and learning areas, with good furnishings, and up-to-date technology including LCD projectors, screens, wireless access.
- Mediterranean College offers a number of programmes requiring specialist equipment (Engineering, Psychology, Physiotherapy) and appropriately equipped labs and practice rooms are available. Facilities are reviewed and approved by the partner universities as meeting minimum standards for effective delivery of these specialist programmes.
- The Athens Pellinis building provided a range of different size classrooms, all well-equipped and suitable for the teaching and assessment requirements.
- With regard to the Thessaloniki Egnatia building, the inspection team considered that the size and shape of some of the smaller classrooms are not conducive to innovative or interactive group work. In some, whiteboards obstruct entrance and exit to classrooms, a potential hazard. 'L-shaped' rooms make communication with students difficult. Wheelchair access could be difficult for some rooms as currently configured. Finally, the rationale for the allocation of space as between administrative and teaching or social functions was not always clear. The inspection team found that staff and students shared this view concerning the variability of the teaching and learning accommodation in this building. The team therefore recommends that the College review the adequacy of teaching spaces and their fittings (white boards) within the building with a view to enhancement, and also consider whether better use could be made of the large top floor space in the building.

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

- The Athens campus has a large attractively laid out basement area which is available to students and staff and can be used flexibly for individual or group study and for social purposes. There is currently no comparable area for general use in the Thessaloniki Egnatia building, although there is a potential for redesignating some available space to provide these facilities.
- Both campuses have individual offices for management and administrative staff, including a private room for counselling. There are designated meeting/conference rooms, and classrooms can be booked for meetings as required.
- Neither College site provides secure storage for personal possessions, but this was not considered to be a problem by students or staff. Overall, both campuses have sufficient space available to provide flexibly for the additional facilities under this standard.

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 type="radio"/> Yes <input checked="" 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

- The College has given considerable attention to the quality of its library provision, but some weaknesses remain with regard to library support for studying programmes in English, perhaps more particularly in Thessaloniki. Library provision is monitored both by the College's learning development process and by the partner university, and the College collects student feedback on the library service.
- At both sites, the library space was well laid out, with reading spaces, computers and copying facilities. The total library stock is around 10,000 volumes. Libraries are open 8-9 hours each week day and on some Saturdays during the semester. Both libraries are staffed by a qualified librarian and offer the full range of lending services. A library handbook introduces students to the service. The library in Thessaloniki has a smaller collection, focusing on key textbooks.
- Staff and students at both sites expressed reservations regarding the adequacy of the library resources. Students at Thessaloniki had experienced difficulty in accessing key texts. The College has arranged for Thessaloniki students to borrow from local university libraries, but students did not find the arrangement always to be convenient or effective. College students also had access to the online e-library facilities of the partner universities, but this was not always a sufficient solution, as internet access could be interrupted.
- In discussion with senior staff, and through the College's self-evaluation, it was clear that the difficult issues relating to library provision were well recognised and a number of initiatives were being taken to address these. Additional investment funding has been made available to increase the book collection, particularly in Thessaloniki. The College has addressed gaps in subject-related holding by introducing a procedure for the review and updating of library stock by programme leaders and librarians together. A working group is currently reviewing the library provision and planning enhancement when financial circumstances permit.
- The inspection team recognises the efforts made by the College to ensure that the library provision meets the needs of its programmes. It is recommended that the College continues its ongoing review of library provision and plans for necessary improvements, as budget constraints allow, in response to staff and student feedback.

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

- IT resources were judged to be fit for purpose, reasonably up to date and relevant to the programmes offered by the College.
- Resource development plans at School level identify requirements and the Learning Resources Committee reviews need and allocates resources so as to ensure currency.

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

- The franchise partnerships under which the College's programmes are delivered require that its provision is subject to the quality assurance requirements of the University of Derby or other partner institutions, and the College has developed its internal procedures to comply with these requirements. The University carries out periodic reviews and revalidations of its franchised programmes. The College's relationship with the partner institutions brings with it a strong element of externality, involving moderation and assurance by the partner representatives and the involvement of external examiners in the assessment process.
- The College identifies requirements, and the Learning Resources Committee reviews needs and allocates resources so as to ensure currency.
- The College is committed to the careful monitoring of its programmes with regular reports on each module, programme level reports which involve quality-related assessment using defined indicators, and action planning. There is a Head of Learning and Teaching responsible for the overview of quality-related information on the College's programmes. The Academic Committee receives action plans and monitors actions taken. These documents then feed into the College's overall annual report to the University.
- Monthly reports on modules and programmes are made to the Head of Academic Affairs
- The College's Academic Committee takes an overview of the performance of academic programmes and the work of Schools.
- The key financially relevant departments have objectives and targets set which are regularly reviewed.
- The College has a range of quality management policies which are separately documented, together with operational documents to assist staff in fulfilling their responsibilities. As is recognised in the College's self-evaluation, the production of an integrated quality assurance manual would be desirable for better communication and greater efficiency of operation, and this aim is endorsed by the inspection team.

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

- Student feedback questionnaires seek student views on modules and overall programmes and the College experience. The programme evaluation reports and action planning includes information from the analysis of student feedback.
- Programme evaluation and annual programme reports, together with the annual report to the University, include information on student progression and achievement. Comparison between programmes can be made at the Academic Committee stage.
- Student liaison boards for each programme give and receive information about the course experience and report any actions taken to meet student and staff suggestions for improvement. Student year representatives are members of the liaison boards, and students reported that these worked effectively as a forum for exchange of views on the learning experience.
- The relatively small scale of the College allows for many informal channels of communication, which facilitates rapid action and resolution of issues raised
- The College has established an extensive network of links with local employers, who are involved in a number of College activities, and whose views are sought in the process of market analysis when planning new programmes. The College collects stakeholder feedback from its major annual activities such as the Employability Fair and the Learning and Teaching Conference.
- While the programme liaison boards can provide a regular forum for communication regarding actions taken in response to student feedback, this is not a formal aspect of the procedures. The College is therefore recommended to develop a more formal and transparent communication pathway to inform students about changes and improvements made as a result of their feedback.

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 inspection team were able to identify many areas of the College's work which were clearly enhancement-focused: these included the commitment to action planning in programme evaluation, and the 'feed forward' approach taken to quality management.
- The organisation of the Annual Learning and Teaching Conference, the Annual Student Conference, the guest lectures by prominent speakers, together with the participation in the Collaborative Conference at the University of Derby are all activities which testify to the enhancement-driven ethos of the College. The Learning and Teaching Conference in particular is designed to foster the exchange of good practice between programmes. These are significant and commendable College initiatives.
- The College has a positive approach to staff development, with a published guide, a limited budget for professional development, and systematic planning. However, the inspection identified the staff appraisal process as an area for further development; while there is already an enhancement dimension, especially in the appraisal of academic staff, the procedures should be suitably reviewed so as to provide better information for the planning of improvement-related initiatives, including staff development.

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

- (1.1) The strategically determined franchise relationship with the partner university is co-operative, productive and supports the work of the College effectively.
- (1.7) The College's clearly defined management structure, and its deliberative committee structure both support effective decision-making processes.

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

- (4.1,4.3,4.4) The clear hierarchy of responsibility for academic management, the effective reporting lines and communication from programme to institutional level.
- (4.4,4.7,4.10, 4.11) The effective and robust quality management and annual reporting arrangements, in the close and effective partnership with the University of Derby.
- (5.5) The appraisal procedures for academic staff which include observation of teaching and are well managed.
- (5.6), (7.8) The College's management and support of the professional development of its staff.
- (6.1-6.7) The quality of the College's administration and support services, their effective deployment of information technology, and the strong and well-coordinated team effort to provide a high quality service to students.

Actions required	Priority H/M/L
• (7.7) The College must introduce a procedure for staff appeals and complaints.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

- (8) The overall quality of teaching and course management, the professionalism and commitment of staff, the support given to students by programme leaders and the accessibility of all staff.
- (8.6) The organisation of the annual Student Excellence Conference, which contributes to and recognises the motivation and achievement of the College's students.
- (9) The overall management of assessment, in collaboration with the partner university.

Actions required	Priority H/M/L
• (10.2 & 10.4) The College is recommended to pursue its aim to establish a Research Strategy, which should include in its scope transparent information to its staff regarding the availability and the procedures for obtaining any funding to support research.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

- (11) The quality of the College's website, which provides accurate, and accessible information and is regularly updated.
- Teaching conference
- (12.3, 12.6, 13.2) The well managed arrangements for admissions, initial assessment and induction of new students
- (13) The College's personal tutorial system, the work of the Student Affairs Office, and the strong network of services providing student support arrangements
- (14.3) The work of the Careers Service, and the impressive range of activities supporting employability.
- (15.2,15.3,15.4) The general management of student attendance, its data management, recording and monitoring.
- (16) The work of the International Office and the carefully designed range of services to support international students.
- (18.5) The additional opportunities for students offered by the Educational Excellence Conference and the Student Conferences

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

- The College's premises are generally of good quality, fit for higher education purposes, and well maintained.

Actions required	Priority H/M/L
• (23.3) It is recommended that the College continues its ongoing review of library provision to support its programmes, and plans for necessary improvements in response to staff and student feedback.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

- (25) In partnership with its franchising university, the College has put in place a well-designed quality assurance system for its academic programmes, covering approval, monitoring, review and regular reporting.
- (25.5) Annual reports build on programme level report information, contain action plans, and are comprehensive and reflective.
- (26.1) The College involves students in its quality assurance processes, both through feedback surveys and through student liaison boards.
- (27) The range of staff development activities supports the quality of teaching, and the College's annual Learning and Teaching Conference supports staff development, facilitates the exchange of good practice, and constitutes a valuable enhancement initiative.

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

RECOMMENDED AREAS FOR IMPROVEMENT

It is recommended that the college is to:

- develop a more explicit statement regarding risk assessment, together with the associated formal processes relating to all aspects of its operation, so as to support its internal planning and for the reassurance of external stakeholders.
- work towards a more comprehensive statement of its strategic plan with clear targets, in a published form, with regular

review of performance at institutional level.

- strengthen further its existing arrangements for staff appraisal, so as to extend systematic appraisal procedures to its administrative staff. The procedures should include an enhancement dimension which supports planning for staff development.
- ensure that the introductory information given in the programme handbooks is related to the local College context (details of teaching staff, facilities etc.) and that best practice with regard to the 'Hellenisation' of student information is adopted across all its programmes.
- continue monitoring of feedback on assessment so as to ensure consistency across programmes, thus supporting good practice in this area.
- to seek ways in which it can define and meet reasonable deadlines for the return of graded work, so that students can benefit from comments on one piece of assessment before attempting another.
- monitor the students' transition from Greek to English classes and target its additional support so as to achieve, wherever possible, more homogeneous groups with regard to language competence.
- carry out a review the use of space in the Thessaloniki Egnatia building, with a view to improving some classroom layout and also to provide more social space for staff and students.
- realise its stated aim to produce a Quality Assurance Manual, integrating the documentation on existing procedures.
- develop a more formal and transparent communication pathway to inform students about changes and improvements made as a result of their feedback.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Mediterranean College's premises and provision in Athens and Thessaloniki have been licensed by the Greek Ministry of Education.

The BAC Declaration of Compliance has been signed and dated .