



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

SUPPLEMENTARY INSPECTION

NEW/ADDITIONAL PREMISES AND CHANGE OF MANAGEMENT/STAFFING (Independent Higher Education)

INSTITUTION: Metropolitan College (SA)

ADDRESS: 74 Sorou Street
Maroussi
Athens 15125
Greece

HEAD OF INSTITUTION: Dimitris Diamantis

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 12 November 2024

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation, 27 February 2025

PART A – INTRODUCTION

1. Background to the institution

Metropolitan College SA (MC/the Institution) was established in 1982. It is a member of the Mitropolitiko–AKMI Group, which is active in the field of post-secondary education, vocational training and lifelong learning in Greece. The Mitropolitiko–AKMI Group is the largest education group in Greece with more than 24,000 students. Since 2023, the Mitropolitiko–AKMI Group has been owned by Alphabet Education Group, which is part of BC Partners investment group.

MC is the largest private college in Greece and offers a range of undergraduate and postgraduate programmes that are franchised from or validated by universities in the United Kingdom (UK).

MC has campuses in Maroussi, in Downtown Athens, Piraeus, Thessaloniki, Larissa, Rhodes, Patras and Crete. It also has a range of online study options. British Accreditation Council (BAC) accreditation is solely for the Maroussi campus.

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

MC is governed by a Board of Directors. The executive management role is undertaken by the CEO of Alphabet Education Group. The Academic Board has an advisory role on all the academic matters. The Principal is the General Director of MC and is an *ex-officio* member of both the Board of Directors and the Academic Board. The Principal oversees a team of four Deputy Principals with roles covering student relationship management, academic affairs, research and innovation, and global engagement. The Principal and Deputy Principals form the MC's Executive Committee. The Dean of Quality and Academic Standards and Academic Registrar report to the Principal. The Academic Registrar manages the Head of Registry and Registry Office staff.

The Senior Management Team (SMT) comprises the members of the Executive Committee as well as the individual Campus Directors and their deputies, including of the Maroussi campus. The Campus Directors oversee the quality of services and the role in the local community of their campus. The SMT is responsible for operational strategy and policy across all campuses in consultation with faculty staff and reviews the performance of MC against Key Performance Indicators (KPIs). The Deputy Director of Academic Affairs (DDAA) is responsible for academic matters and reports to each Campus Director. A broad faculty structure operates across all campuses, headed by the Academic Deans.

Since the last inspection, an additional building has been opened on the Maroussi campus, and a new Chief Executive Officer (CEO) has been appointed.

A Graduate School was established in 2021 to co-ordinate and enhance postgraduate provision.

The Centre for Instruction, Research and Technology (CIRT) was established on campus in 2021 to provide support for enhancing teaching, research and innovation in educational processes.

2. Brief description of the current provision

MC delivers a range of undergraduate and postgraduate programmes in Business, Management, Hospitality, Accounting and Finance, Information Technology (IT), Computing, Health and Rehabilitation Sciences, Special Needs Education, Early Childhood Studies and Primary Education, Psychology, Sport, Law, Engineering, Maritime Business, including shipping and port management, and Architecture.

The programmes are offered in conjunction with four UK partners. These are the University of East London, Queen Margaret University in Edinburgh, Southampton Solent University, and Oxford Brookes University. The programmes are delivered in person and, since the academic year 2019/20, also online. The majority of programmes are taught in Greek, with the exception of the Maritime Business and the Psychology programmes, which are taught in English.

Some programmes are recognised by professional bodies, including the British Psychological Society (BPS), the Royal Institute of British Architects (RIBA), the Chartered Institute of Logistics and Transport (CILT), the Institute of Chartered Shipbrokers (ICS), the World Federation of Occupational Therapy (WFOT), and the Chartered Institute of Personnel and Development (CIPD). The Institution is in the process of renewing its accreditation with the Institute of Biomedical Sciences (IBMS).

At the time of the inspection, there were 2,568 full-time and 35 part-time students studying at the Maroussi campus. There are equal numbers of male and female students. The vast majority of students are Greek. A minority are international students, originating from Albania, Russia, Canada, North Africa and Western Asia. All students are aged 18 or over.

Enrolment takes place in October for undergraduate students and in October and February for postgraduates. Students must have satisfactorily completed their secondary education before they are accepted onto a programme. English language proficiency, set at an appropriate level and approved by partner universities, is required for the maritime and psychology programmes that are taught in English.

3. Inspection process

The inspection was undertaken online and carried out over one day by one inspector. Meetings were held with the Principal, the four Deputy Principals, the Dean of Quality and Academic Standards, the Chair of the Academic Board, the Academic Registrar, the Head of Registry, a Registry Officer, a representative group of students, and academic staff. A virtual tour of the new building on the Maroussi campus was carried out. A variety of documentation was reviewed. All staff and students co-operated fully with the inspection.

4. Background to the supplementary inspection

A new CEO has been appointed following the acquisition of Mitropolitiko–AKMI by Alphabet Education Group. The new CEO leads the Institution by focusing on strategic vision and operational excellence. The former CEO is retained in an advisory role for the day-to-day management of the Institution.

In addition, a new teaching building has been opened on the Maroussi campus.

5. Inspection history

Inspection type	Date
Full Accreditation	21–22 October 2010
Interim	30 April 2012
Re-accreditation	15–16 December 2014
Interim	5 December 2016
Re-accreditation	14–15 January 2019
Interim and Supplementary	6–7 July 2021

PART B – JUDGEMENTS AND EVIDENCE

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

1. Compliance with BAC accreditation requirements

1.1 Governance, Strategy and Financial Management (full inspection)

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

1. The institution is effectively and responsibly governed

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The organisational structure, including the role and extent of authority of the Academic Board and the Board of Directors, is clearly defined and documented. Detailed job descriptions exist for each post. The structure of, and relationships between, committees are available to stakeholders on the Institution's website, in the quality manual and in the staff handbook. As a result, the overall organisational structure, is effectively communicated to stakeholders, including management, staff and students.

There is an identified senior committee, with decision-making authority on academic matters, in order to protect the integrity of academic freedom. The Academic Board is composed of well-known academics and professionals and is the senior committee with decision-making authority on academic matters, including academic freedom. The Principal, as an ex-officio member of the Board of Directors, provides a conduit feeding back to the Executive Committee, enabling the implementation of strategy. Members of the Executive Committee are invited to Board of Director meetings on an ad-hoc basis.

Senior staff confirm that the Academic Board reviews the Institution's educational policies and its development and external relations and oversees the academic freedom of staff and the welfare of students. The Academic Board, as part of management, reports directly to the Board of Directors, which agrees the annual budgets and strategic goals. There is therefore an effective link between governance and management.

Details of the working relationships between the Board of Directors and management in implementing policy are clearly articulated in the quality manual and partnership agreements. Effective communication between internal and external stakeholders is therefore facilitated. Organisational roles and responsibilities are included in documentation provided to staff and students in their respective handbooks.

The performance review process is informed by programme review documentation that includes input from student representatives. This is carried out in consultation with major external stakeholders, including the partner universities. This provides for any corrective action to be taken quickly.

The Executive Committee assesses and addresses risk and reviews the resultant action plans. Risk assessments and action plans are regularly updated and reported to the Board of Directors. This provides assurance to the Board of Directors and the Academic Board that potential risks are being effectively reviewed and managed, with mitigating action taken as necessary.

The relationship with partner universities is formalised in detailed partnership agreements. Close working relationships exist between MC and its university partners. This allows for a high degree of co-operation between the institutions at all levels.

Documentation and discussions with staff show that clear channels of communication exist between the Institution and its university partners at all levels, from strategic to operational. This ensures MC functions effectively and is working towards the strategic goals identified by the Board of Directors. Students' views are gathered formally through biannual programme committee meetings and by end-of-semester questionnaires. Thus, strong communication links exist between stakeholders, both external and internal.

2. The institution has a clear and achievable strategy

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|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|
| 2.1 | The institution has a clear strategy for the development of its higher education provision, which is supported by appropriate implementation plans and financial management and takes into account the quality of the student experience. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.2 | There is provision for stakeholder input, including governors, management, staff and students, to inform the strategic direction of the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.3 | The strategy is well communicated to all stakeholders within and outside the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.4 | The governing body and senior management conduct a regular and systematic review of their own performance and the institution's overall performance and each is measured against strategic targets. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

MC's strategic plan is fully detailed in the quality manual and updated annually. The strategic plan addresses MC's objectives. MC ensures that the Board of Directors approves the budget necessary for full implementation of the action plans. This ensures the high quality of student experience is maintained and developed.

The strategy of MC ensures that the requirements of its partner universities are met, in that students receive a high-quality education. All stakeholders are clear that it is essential that MC is effective in meeting its strategic goals. Internal and external stakeholders are consulted on the production and implementation of the strategic plan. Performance towards strategic targets is regularly reviewed by the Academic Board, Executive Committee and SMT.

MC has provided some healthcare facilities to the local community for many years, and this is a point of good practice that helps to train students as well as fostering good local relationships. This forms part of the overall strategic aim of the Institution.

Strategy is well communicated to all stakeholders through documentation and in practice. For example, the library continues to be developed as part of the overall strategy, with access to a greater range of academic journals as required by the partner universities. The close relationship MC has with its partner universities ensures that suitable attention is paid to maintaining good, reliable information flows and provides effective two-way communication.

MC's senior management maintains a regular and systematic review of its own and the Institution's performance against strategic targets. Academic and business-related KPIs are derived from the strategic plan, and there is constant monitoring against these targets within each campus. The Executive Committee and Board of Directors review performance horizontally across all campuses.

Overall performance is informed and measured against strategic targets through feedback from staff and students, peer observation and data analysis.

3. Financial management is open, honest and effective

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|-----|------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|
| 3.1 | The institution conducts its financial matters professionally, transparently and with appropriate probity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.2 | The institution's finances are subject to regular independent external audit. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

In carrying out its activities, MC must comply with the financial accounting, control and reporting requirements of the Government of Greece and its agencies. It therefore carries out its financial activities transparently and with due probity.

MC's finances are subject to regular independent external audit.

1.2 General and Academic Management and Administration (full inspection)

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

4. The institution is effectively managed

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|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|
| 4.1 | The management structure is clearly defined, documented and understood by all stakeholder groups, including governors, management, staff and students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.3 | There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision-making. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.4 | Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded, with clear action-planning. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.5 | The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary to ensure that it is accurate and fit for purpose. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

A review of documentation shows that the roles of the senior managers, academic leaders and academic and administrative staff are clearly set out and understood by all stakeholder groups. Reporting lines and areas of responsibility are clearly defined at institutional, faculty, departmental, programme and course

level. This provides for the efficient operation of the Institution and effective communications between managers and the SMT.

The committee structure is appropriate, with clearly defined reporting lines enabling effective decision-making and excellent communication within MC and with its external stakeholders.

The committee structure is provided in the quality manual. This shows that committees have clear terms of reference and meet on a regular, scheduled basis. The documentation also indicate that all meetings apply good practice, with action plans, staff responsible for completion, timescales and follow-up accurately recorded. Minutes of Academic Board meetings are provided to partner universities as part of the monitoring process.

The marketing department has overall responsibility for advertising, promotional literature and the provision of internal and external information. The Academic Deans have responsibility for ensuring the accuracy of information on programme content. As a result, promotional literature is accurate and includes extensive and useful photographic evidence and therefore provides prospective students with reliable information on the programmes available and the facilities offered by MC.

5. The institution is administered effectively

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The administrative team, as outlined in the organisation chart, is of an appropriate size for the effective day-to-day running of the Institution. Administrative functions are kept under review, and decisions are made on structural changes and additional staff recruitment. Staff confirm that new administrative staff receive a comprehensive induction, including receipt of a handbook, as an introduction to the Institution and their role within it.

The administrative support available is appropriately focused on assisting management. This is well understood by the administrative staff and the management they support. Documentation shows that the administrative policies and procedures are comprehensive and made available across the Institution in the quality manual and staff and student handbooks and through staff development activities.

Timetabling and room allocation are responsive to the needs of the students and the requirements of the academic staff, providing appropriate facilities to enable effective teaching and learning to take place.

Review of online systems shows that data collection and collation are accurate, efficient and conducted in accordance with legal and regulatory requirements. MC meets its regulatory responsibility to ensure that its record-keeping relating to students and staff is comprehensive and easily accessed by appropriately authorised individuals.

A review of the security system in place for the storage of records that protect the data of staff and students shows that it is effective and up to date. Students are required to verify the information held by MC each semester. Similarly, staff are required to notify MC of any changes in the personal information MC holds for them.

The security system includes appropriate verification of a student in receipt of an award being the same student who enrolled on the programme. A personalised student card is provided for students to prove their identity when accessing MC's facilities throughout the period of their studies.

Administrative staff confirm that they are well aware of the security requirements of MC's partner universities in relation to examinations and assessments, and that these are applied rigorously.

Internal and external moderation of assessments and marking is in accordance with the procedures of MC's partner universities. Comprehensive internal moderation is followed by external moderation by the partner universities and external examiners, as appropriate. Student records and transcripts are made available to students in a timely manner, in compliance with the partner universities' processes.

The policy on student fees and refunds is appropriate and provided to students as an appendix to the application and registration forms.

Overall, the administrative processes and systems in operation are robust and effective in providing appropriate information for decision-making by management and are fit for both MC's and its partners' purposes.

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

6.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff, which is designed to ensure the safety of the learners.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.2	All staff are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.3	There are clear and appropriate job specifications for all staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.4	There are effective procedures for the induction of all staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.5	All staff are treated fairly and according to a published equality and diversity policy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.6	Staff have access to an appropriate complaints and appeals procedure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|
| 6.7 | Management monitors and reviews the performance of all staff through a clearly documented and transparent appraisal system that includes regular classroom observations of teaching staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.8 | The professional development needs of staff are identified through appraisal and other means, and measures are taken to support staff to address these and gain additional qualifications, where relevant. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution employs and continues to support appropriately qualified and experienced staff. The quality manual shows that there are rigorous staff recruitment procedures in place to ensure the employment of academic staff who are appropriately qualified and experienced for the roles to which they have been appointed. Their roles are clearly defined and communicated. This enables the Institution to review staff performance effectively and to ensure the continuing employment of highly qualified academic staff and the safety of students.

There are clear and appropriate job specifications within MC's management manual and the faculty handbook, which are updated yearly. All staff are required to attend induction sessions at the beginning of each semester. These provide updates on MC's facilities, administration, support services, policies, regulations and timetabling. As a result, all staff receive regular, focused inductions, supported by annually revised documentation.

There is a comprehensive policy on equality and diversity, and MC is committed to ensuring that there is no discrimination within the Institution. The complaints and appeals procedures are available in the faculty handbook and are explained to new staff on appointment.

Academic staff confirm that classroom observations regularly take place, the outcomes of which feed into the annual performance development appraisal process, which is common to all staff. This process incorporates individual self-evaluation and informs staff's personal development plan and professional development needs.

Academic staff who demonstrate outstanding work and commitment to MC's mission are provided with the opportunity to complete the Postgraduate Certificate in Professional and Higher Education or the Continuing Professional Development (CPD) route to Fellowship of the Higher Education Academy (FHEA).

The impact of these processes and procedures ensures that staff are treated fairly and that they are clear about their role and responsibilities within the Institution. This encourages staff to be committed to the strategic goals of the Institution and for the Institution to support the professional development of academic staff.

7. Academic management is effective

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

7.6	Students are encouraged to take an active role in the development of the academic provision to ensure student-centered learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> NA	

This standard is judged to be:

Met Partially Met Not Met

Comments

There are rigorous procedures in place for the design and approval of new programmes to ensure that these support the mission and philosophy of the Institution. SMT assesses the business case for a new programme and how it will contribute to the strategic plan of the Institution, including in relation to student demand and the programme’s Unique Selling Point (USP). Proposed new programmes are subject to validation or franchise by one of the partner universities. All programmes offered by MC are subject to ratification by the Greek Ministry of Education.

The quality assurance department reviews all intended learning outcomes of programmes to ensure that these are appropriate in meeting the requirements of the award, including matching with those of the partner universities. Clearly articulated learning outcomes for each programme are found in the programme handbooks and programme specifications, the latter of which are publicly available. Students have the opportunity to seek clarification on them from staff if necessary.

Programme Leaders chair regular team meetings at which modules and programme content are reviewed. The meetings are recorded, with action plans developed as appropriate and reviewed at subsequent meetings. All university programmes are subject to revalidation after five years, as is normal practice.

The partner universities approve the resources provided before the delivery of each programme. Requests for resources are submitted by programme teams at the end of each academic year and considered by the Campus Director or Principal of the Maroussi campus. All MC staff and students have access to the partner universities’ online libraries. This ensures consistency of access to materials for all students studying a particular programme, whether at MC or at a partner university.

Course materials are commissioned by faculties in accordance with programme requirements and the available budget. Standardisation and consistency across programmes are overseen by the Deans of Faculties, in consultation with the quality assurance department. This system ensures that materials are suitable for the programmes offered and meet the requirements set by partner universities.

Students have both on-site and off-site access to online study resources. In addition to the library, the Academic Learning Centre provides learning support to students. This is a valuable addition to the student support systems in providing personalised academic assistance.

Students provide feedback on programmes through formal questionnaires that are provided each semester. Boards of study for each programme, held each semester, provide a formal structure for student representatives to offer their views on programme management, content, delivery and assessment. This ensures that students have an effective role in programme development and delivery.

These processes combine to show that academic management is effective in managing programme validation, delivery, resourcing and student representation.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution takes reasonable care to recruit and enrol suitable students for its courses. Entry requirements for programmes are set out in programme descriptions and course brochures that are available online and in printed form. These are at an appropriate level, as approved by the partner universities, and include language requirements where necessary. The admissions team and academic departments are responsible for student recruitment and the formal application process.

Claims of qualifications and language capability are verified. Enrolment of all applicants is subject to approval by the partner universities.

Student enquiries regarding the nature of the courses and entry requirements are responded to promptly, usually within 24 hours of receipt. Prospective students are therefore provided with all the information they require to choose a suitable course before making an application.

The website and administrative staff provide prospective students with suitable advice and guidance on the content and requirements of the programmes and on their suitability. Each partner university's admissions criteria are applied by MC and cover language capability.

The Institution's expectations of students who join a programme are clearly communicated on the website, in interviews, at the enrolment stage and during induction. Students are required to ensure that they possess the requisite skills and knowledge to meet these expectations and to be successful on their chosen programme.

The requirements for Accreditation of Prior Learning (APL) or Accreditation of Prior Experiential Learning (APEL) are set out in the programme specifications. The partner universities approve all applicants who hold non-standard qualifications or who seek advanced entry through APEL.

MC's recruitment agents are carefully selected, briefed, monitored and evaluated on their performance. The agents have a detailed induction focusing on the requirements of academic programmes, student selection and admissions criteria.

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

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

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The Institution encourages and supports its staff to undertake research and other forms of scholarship and to engage in other professional activities. Members of the SMT confirmed, in discussions, that academic staff are active in research both nationally and internationally. Academic staff attend conferences and publish their research in peer-reviewed academic journals. MC's Research Ethics Committee has an approval and training role to ensure that any research undertaken meets the highest ethical standards.

The aims of the research activity at MC are to provide knowledge and innovation for the benefit of Greek society, to develop critical thinking, to encourage a research focus for students, and to connect academics with the business community. The impact is that students benefit from teaching and learning informed by the academic research undertaken by their teachers.

Academic staff confirm that they are supported and encouraged to undertake research through MC's Centre for Instruction, Research and Technology (CIRT), which offers research data and statistical analysis assistance to academic staff and postgraduates. This includes one-to-one consultations on planning research projects.

MC provides assistance to academic staff in applying for grants and in seeking funds to develop projects or to initiate research. CIRT also focuses on postgraduate research and interdisciplinary collaboration, as well as approving some funding for research activities. Grant recipients are encouraged to publish their research findings with a view to seeking additional funding to expand their research.

Seminars, conferences and guest lectures and speakers are organised by staff at MC on a regular basis and provide a forum for research to be presented and findings discussed.

The impact of this research activity is that it clearly informs teaching and ensures the currency of programme material. It encourages students to develop their independent learning skills and to pursue their own research interests.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Texts and images in publicity materials provide an accurate description of the Institution's location, premises, facilities and resources and include links to partner universities. This ensures that students are clear as to the awarding institution for their programme.

Programme information, including that related to progression and assessment, is accurate, accessible and up to date. Information that is updated for relevance and accuracy is circulated to staff by the quality assurance department and is made available to students on the Virtual Learning Environment (VLE).

Programme information is clear as to the status and level of the programmes on offer and the awarding institution.

Fees and costs are communicated to prospective students and included on the application and registration documents. The information provides details of the full cost of programmes, including for assessments and materials.

1.2 Premises, Facilities and Learning Resources (full inspection)

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

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Maroussi campus premises are on a long-term lease that expires at the end of December 2034.

The Institution has the legal right to use these premises for the delivery of higher education. MC operates under Greek law and was granted an operating licence by the Ministry of Education dated 15 July 2013, which was updated on 2 June 2022.

The Institution does not have any need for additional external premises.

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

21.1	Access to the premises is appropriately restricted and secured.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.3	There are specific safety rules in areas of particular hazard (e.g. science laboratories) that are brought to the attention of students, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> NA	
21.4	General guidance on health and safety is made available to students, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.5	There is adequate signage inside and outside the premises, and general information is displayed effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.6	There is adequate circulation space for the number of students and staff accommodated and a suitable area in which to receive visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

21.7	There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.8	There is adequate air conditioning, heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

Access to the premises is appropriately secured. A security officer has the authority to ask staff and students to show their identity cards. The premises are clean, well decorated and in a very good state of repair.

Local statutory requirements on fire, health and safety, and planning are met. Specific safety rules in areas of hazard are observed and made available to staff, students and visitors. General guidance on health and safety is made available to students, staff and visitors.

Signage inside and outside the building is clear and appropriately displayed.

Circulation space is sufficient for students and staff to move around the building comfortably. The campus is accessible for all its users, including those who use a wheelchair, with suitable lifts available for use by all students and staff.

Appropriate toilet and hand-washing facilities are available on every floor and are regularly cleaned.

Teaching accommodation is well lit and air conditioned, and there is suitable heating and ventilation throughout the premises.

As a result, the premises provide a comfortable environment that effectively promotes learning.

22. Classrooms and other learning areas are appropriate for the programmes offered

22.1	Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> NA	
22.2	Classrooms and/or any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level that allows for the effective delivery of each programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> NA	
22.3	There are facilities suitable for conducting assessments such as examinations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> NA	

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

Comments

All classrooms and other learning areas are appropriate for the programmes offered. All teaching accommodation is spacious, with more than adequate room to accommodate the classes allocated. Classrooms are appropriately furnished and equipped as appropriate.

The new building at the Maroussi campus has specialist facilities for the delivery of practical sessions in occupational therapy, physiotherapy, engineering and architecture. Laboratories are equipped with appropriate IT resources and robotic equipment for engineering programmes. Practical and assessed activities in laboratories can be supervised and observed unobtrusively. Such facilities are approved by the partner universities.

All classrooms and laboratories enable assessments to be conducted effectively.

As a result, the new building provides an excellent, contemporary teaching and learning space in which practical sessions and assessments can also take place.

23. There are appropriate additional facilities for students and staff

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

This standard is judged to be:

Met Partially Met Not Met

Comments

There are appropriate additional facilities for students and staff. Students have access to sufficient space and suitable facilities for private individual study and group work. There is a designated quiet private study area in the library that accommodates up to 25 students.

Classrooms and computer laboratories can be used by students for meetings or group study. Students therefore have access to a variety of suitable accommodation for work outside the taught sessions.

Appropriate space is provided for academic staff to work comfortably and to hold meetings. There is a dedicated meeting room that seats up to 15 people that is fully equipped for online meetings. This can be used for management and staff meetings and allows staff to join meetings remotely.

There is ample space inside the building and in the grounds for staff and students to relax and socialise, including a café offering a wide range of food and beverages.

Students have access to lockers to store personal possessions.

Individual offices are suitably equipped and of an appropriate size for the effective administration of the Institution, including the provision of storage facilities as necessary.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The library is well stocked with texts, periodicals, journals and online resources that meet staff and student needs and that support programmes effectively. Staff and students can also access the online resources of the partner universities through dedicated terminals. This access is very effective in enhancing teaching, learning and research.

An annual review cycle is used to maintain the currency of existing library stock and to add additional resources to meet demand and in response to the introduction of new programmes. The annual review process is effective in ensuring library resources are kept up to date. In addition, MC responds positively to requests for new library resources from staff and students.

The quiet zone within the library provides accommodation for up to 25 students to conduct private study. Group working is accommodated outside the library in classrooms or computer laboratories.

A clear lending policy is in operation, with details included in the staff and student handbooks. The policy includes the number of books that may be borrowed at any one time and the duration of loans.

The library is adequately staffed with appropriately qualified and experienced staff. Staff are well qualified to assist students with queries and to provide guidance on accessing materials.

The library opening hours during the teaching year are effective in meeting students' needs. During non-teaching periods, the library opening hours vary and are posted in the library, on notice boards and on the VLE. The length of time the library is available to students is sufficient to encourage and support them to undertake their independent studies effectively.

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

25.1	There is appropriate technological access and sufficient connectivity to enable students to study flexibly.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.2	Students have effective online resources that assist with their learning, optimise interaction between the institution and the student, and enhance instructional and educational services.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA	<input type="checkbox"/> No
25.3	There is provision of appropriate, up-to-date software and virtual learning environments that reflect the needs of the programmes.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA	<input type="checkbox"/> No
25.4	There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.5	The institution has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide support to students, academic staff, and students and staff working remotely.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.6	The institution makes effective provision for students to access conventional and online resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

There are extensive IT facilities available for students' use. Each of the computer laboratories is equipped with up-to-date hardware and software and a high-speed internet connection. There is sufficient capacity for students to work flexibly on their own terminals where a module requires individual practice. Group working can also be facilitated.

There are specialised laboratories, satellite television and multimedia teaching facilities available. Wireless internet connectivity is extensive and effective in supporting students' use of their own IT devices on campus.

There are plenty of online resources available via the VLE and the MC intranet portal to facilitate learning and interaction between students and staff, as appropriate.

The software and the modern VLE are up to date, providing excellent support to students in accessing information to progress their studies effectively.

An IT induction is available to staff and students, and ongoing IT training takes place throughout the academic year, as required. Software requirements for modules are provided under guidance from the partner university, with localised adaptations made as necessary. Programme software requirements are reviewed as part of the annual monitoring process.

All the Institution's IT hardware is being systematically upgraded. For example, all IT workstations are being renewed. All software licensing is kept up to date. MC has dedicated IT specialists who maintain the equipment in good order during working hours and address any IT issues as these arise. Out-of-hours IT issues are resolved as quickly as practicable.

There is effective provision for students' access to online and offline resources. MC provides access through its VLE and its intranet portal, which are reviewed and updated regularly. There is a whole range of information and services available to students and staff through the IT resources.

The IT provision is exemplary and enables students to progress through their studies in an efficient and highly effective manner to meet the demands of their programmes and achieve their target qualifications.

1.3 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF ACTION POINTS

ACTIONS REQUIRED

None

High

Medium

Low

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

None

COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE

BAC OFFICE USE ONLY:

THE INSPECTION WAS CARRIED OUT BY:

Richard Smith

Lead Inspector