



THE PHILIPS COLLEGE

QUALITY ASSURANCE POLICY

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6.1 Introduction

The vision of The Philips College is to be a leading College in the region, by creating and offering Excellence in Teaching, Research and Service with a strong student focus. The predefined mission of (a) educating our students, for successful careers and life achievement, (b) understanding and underpinning the needs and evolutions of our society, (c) creating knowledge and progress, through research and innovation, generate the College's commitment to continuous improvement of Quality Assurance, in which Accountability, Responsibility, Consistency, Transparency and Innovation are *sine qua non*.

The system is built around established central values: Commitment to Excellence, Student Centered, People Oriented, Innovative, Accountable, and Socially Responsible. It is focused on the student, and it is balanced along the main axes of Teaching, Research and Service. The student focus is reflected in the quality management system. The College not only believes that it is better to involve students as active partners, but also endeavors to underline that quality management, by involving customers and key persons, is an essential element of public or private, and business or social-profit organizations. The College aims to sensitize students and staff to this practice of accountability and social responsibility.

The Philips College draws upon the potential of motivated people in a motivating workplace. Management, therefore, is also focused on rewarding positive new practices and sharing them rather than overly controlling and disseminating existing practices. The quality assurance targets innovation and flexibility, and wants to avoid rigidity. Staff at the College are intrinsically motivated by customer focus and social responsibility. The fact that they elect to work in a College with a dynamic profile and a focus on performance reward, is an important element in human resources management (HRM). Innovation and flexibility are reflected in the Quality Management System (QMS), and the system itself is subject to regular reviews of efficiency and user-friendliness by the Internal Quality Committee.

The Philips College meets the requirements and the scope of the European Standards and Guidelines on Quality Assurance (ESG) utilizing a method of sustainable and Integrated Quality Management (IQM). It focuses both on institutional quality assurance and program quality management.

Programs are described according to the European Credit Transfer System (ECTS). Course descriptions contain the learning outcomes, competence goals, content and study materials, study volume, teaching hours and teaching methods, and methods for assessment. The course is set according to the European Qualification Framework (EQF) guidelines and national requirements.

Policy data, guidelines and decisions regarding quality management are communicated throughout the organization. Staff and student representatives are involved in outlining the quality management policy.

Internal Quality Assurance Committee

The Internal Quality Assurance Committee has the following composition:

- (a) The Principal, who shall preside;
- (b) Two members of the academic staff;
- (c) One member specializing on the issues of quality assurance;
- (d) One member of the administrative staff;
- (e) The president of the time, Representative of the Students' Associate
- (f) The secretary of the time, Representative of the Students' Associate

Internal Quality Assurance System

Internal Quality Assurance Committee at The Philips College is conducted in accordance with the *European Standards and Guidelines (ESG)* and the relevant national legislation.

The Internal Quality Assurance Committee has the overall control and supervision of the College's quality assurance system, whereas the central Quality Manager/Coordinator supervise(s) the quality management processes of teaching and learning, research, service-provision, and administration, without being responsible for the results of these key domains. The quality manager is responsible for:

- (a) The coordination and updating of QM procedures and action plans as a central section in the QM handbook.
- (b) The monitoring of the efficiency and use of the central mechanisms and indicators of quality assurance, on institutional level and on program level.
- (c) The supervision of QM reporting for internal and external quality assurance, in cooperation with the academic and the administrative units responsible for providing information.
- (d) Preparing and presiding the decision-making process in the Internal Quality Assurance Committee, and reporting to the top managerial group for final decision-making.
- (e) The coaching of staff working in the QM unit and the supervision of key performance factors that are specific for QM.
- (f) The communication about QM issues and the provision of QM information within The Philips College.
- (g) The training of QM competences in personnel with a special focus on managerial functions and QSG-members, the development of QM methods and the deployment of mechanisms specific to QM.

16.3.2 Quality Assurance Procedure for Academic Departments

The QA Coordinator submits the SAR (Self- Assessment Report) template to Program Coordinators, via The Departmental Internal Quality Assurance Committee. A selection of a minimum of five faculty members is created by the Program Coordinators, in order to participate in a quantitative research for the quality of a Program.

A qualitative research is conducted by interviewing ten students. The interviews are held by the Program Coordinator. The completed questionnaires are submitted to the Rector's office for any other reference.

For the production of the *SAR (Self- Assessment Report)*, cooperation is necessary among the different departments of the College, such as the Erasmus Office, the Office of Student Affairs, the Research Centre, the Department of Enrollment, the MIS Department, the Administrators and the QA Coordinator. The QA Coordinator and the School Administrators are responsible for submission of a SAR template complete with the following data to the Programs Coordinators:

- (i) Student and Faculty Mobility
- (ii) Student Employability
- (iii) Research Projects related to the Program
- (iv) Assessment Scores
- (v) Study progress
- (vi) Student Demographics
- (vii) Students' Progress
- (viii) F2015 Instructor Evaluation Results
- (ix) Curriculum
- (x) Semester Breakdown
- (xi) Syllabi
- (xii) Faculty info
- (xiii) Faculty CVs

Each Program coordinator is responsible, to develop the SAR and then the Departmental Internal Quality Assurance Committee finalizes it and proposes actions for improvement. The completed SAR is submitted to the Chair of the Department and the Dean of School.

Formulation of action plans concerning the suggestions for further actions made in the SARs, were decided. For this purpose, *Quality Improvement Plan for the Program form* is used in setting priorities for Improvement Plans.

The SAR and the *Quality Improvement Plan for the Program form* obtain approval from the Departmental and School Councils and both are submitted to the Internal Quality Assurance Committee.

Following a brief presentation of the SAR conclusions with emphasis on the Quality Improvement Plan of the Program form by the Program Coordinators involved, a meeting of the Internal Quality *Committee* is scheduled. The meeting is intended, for discussion and endorsement of the Self-Assessment Reports of the reviewed programs.

The Internal Quality Assurance Committee supervises the strategic quality management of the College, i.e. the choice of models and mechanisms in Quality Management, the key performance factors and indicators (KPF/KPI), the definition and the performance of working groups.

Finally, the Program Coordinators deliver a *Mid-term* (every 6 months) and a *Final Implementation Report - Quality Improvement Plan of the Program form* to the Internal Quality Assurance Committee, in order to validate the procedure.

16.3.3 Quality Assurance Procedure for Administration Departments:

The Policy of Quality Assurance is the main pillar of a coherent institutional Quality Assurance system that forms a cycle for continuous improvement and contributes to the accountability of the institution. The Quality Assurance Policy of the Philips College and the Mission statement are crucial documents that are visible to all people involved in the College. The review of how The Philips College scores on the strategic elements in this mission, based on quality indicators, is a quality management document.