



“APPROVED”
"HOTEL SCHOOL" Hotel Management College
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"HOTEL SCHOOL" Hotel Management College Quality Management Policy

Riga, 2017

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1. Introduction

The *Quality Management Policy* of the College has been developed considering the need arising from policy planning documents and normative acts at the European and national level.

More and more higher education institutions, students and employers work and compete not only in national, but also European and international education and labour markets. Together with the adoption of the **Bologna declaration**, the countries of the European Union (hereinafter referred to as EU) incorporate **requirements that are laid down in this declaration and correspond with *The Framework for Qualifications of the European Higher Education Area (FQ-EHEA)*¹** into their higher education systems. The European Higher Education Area is based on the following core values shared by all its member countries: freedom of expression, autonomy for institutions, independent students' unions, academic freedom, and free movement of students and staff. At the same time, it is recognized that, despite the fact that the international organizations or transnational decisions define European common higher education policies, the educational policies are carried out by higher education institutions themselves.² As a result, the higher education institutions and the parties involved in the education process, especially students and employers, are brought to the forefront of the revitalization of European Higher Education Area. The main objectives are following: (1) mutual comparison and recognition of acquired qualifications in practice; (2) **strengthening of educational quality assurance mechanisms.**

The quality assurance in education is one of the goals of the Bologna Declaration. It promotes international cooperation in higher education and improves the **quality, transparency and comparability** of higher education degrees and professional qualifications obtained in different countries. Thus, it emphasizes that the benefits of internationally recognized quality assurance and control mechanisms introduced in the work of higher education institutions and in the implementation of study courses and programs are known and understood by students, academics, higher education institutions and the general public.

Quality assurance in Higher Education is provided through measures (activities) that ensure that the standards and quality of education are implemented, maintained, and improved by the authority in a confident and certain manner. On the other hand, the definition prepared by the European Association for Quality Assurance in higher education (ENQA)³ states that the **"quality assurance" in higher education includes processes such as evaluation, accreditation, and audit.**

¹ For more information, See: The Framework for Qualifications of the European Higher Education Area can be accessed at: www.bologna-bergen2005.no/Docs/00-Main_doc/050218_QF_EHEA.pdf

² See for instance, Dr. Andrey Rauhvargers, European Common Education Policy, from the Lisbon Convention to the Bologna Declaration, the Bologna Process and the guidelines for the future Available: [http://www.aic.lv/bologna/Latvija/Atsev_prez/Eiropas_AI_polit\(AR\).pdf](http://www.aic.lv/bologna/Latvija/Atsev_prez/Eiropas_AI_polit(AR).pdf) (viewed: 17.04.2017.)

³ Standards and Guidelines for Quality Assurance in the European Higher Education Area, ENQA, 2009, Helsinki. Available: http://www.enqa.eu/wp-content/uploads/2013/06/ESG_3edition-2.pdf (viewed: 03.04.2017.)

In line with **European standards and guidelines for internal quality assurance in higher education institutions**⁴, each higher education institution must establish a policy for ensuring the quality and professional standards of its study programs and degrees and a set of related measures. This policy and measures must be official and publicly available and must include the role of students and other interested parties.

The College's Quality Management Policy envisages the introduction and implementation of European-recognized standards and guidelines for the provision of the College's activities and the implementation of first level professional higher education study programs.

College Quality Managements Policy is based on the following information set out in the European Higher Education Quality Policy Management Documents:

1. Standards and guidelines for quality assurance in the European Higher Education Area;⁵
2. *Pearson Education* international quality and assessment guidelines that are applicable to the higher education study programs (BTEC)⁶ at qualification levels 4 and 5, based on the UK Quality Assurance Agency's quality code for higher educational purposes.⁷

Also, the *Quality Management Policy* of the College respects and strives to implement the principles and criteria of the external quality monitoring under the laws and regulations of the **Republic of Latvia**:

1. Cabinet Regulation No 141 of March 20, 2001 "Regulations on the State Standard of First Level Professional Higher Education".
2. Cabinet Regulation No 408 of July 14, 2015 "Study Program Licensing Regulations".
3. Cabinet Regulation No 407 of July 14, 2015 "Regulations for Accreditation of Higher Education Institutions, Colleges and Fields of Study".

An integral part of *Quality Management Policy* is the College **policy on preventing the conflict of interests**.

In addition, the *Quality Management Policy* of the College is based on the **Common Quality Assurance Framework** developed by a technical working group "Quality in vocational education and training" of the European Commission. It aims to provide **support** to vocational education and training providers **in developing, evaluating, and improving quality assurance systems and practices**. The quality assurance model developed by the working group includes 4 quality assurance phases, which are also carried out by the College in its work. These are:

1. **Quality planning**, or the College objective definition ⁸;

⁴Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), Brussels, Belgium, 2015. Available: http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf (retrieved 12.01.2017.)

⁵Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), Brussels, Belgium, 2015. Available: http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf (retrieved 12.01.2017.)

⁶International Guide to Quality and Assessment. Pearson, 2016. Available: http://qualifications.pearson.com/content/dam/pdf/BTEC-Higher-Nationals/Business/2016/Administration/International_Guide_to_Quality_and_Assessment.pdf (viewed 07.01.2017.)

⁷UK Quality Code for Higher Education, Overview and the Expectations, The Quality Assurance Agency for Higher Education, Gloucester 2015 the Available at: <http://www.qaa.ac.uk/en/Publications/Documents/Quality-Code-Overview-2015.pdf> (view 07.01.2017.)

⁸The College aims are set out in the College Development Strategy 2016 - 2022.

2. **Implementation**, or actions to achieve the pre-set objectives
3. **Assessment and evaluation** (to assess how the implementation of the objectives of the study programs has been performed and to evaluate the results achieved during the study period)
4. **Review**, based on the results obtained during the evaluation of the quality of education.

All phases of quality development and provision, except the first one, are **more closely described in this *Quality Management Policy***. The quality management policy is designed in a way that **all parties that are involved in the education process**:

- **Evaluate, search, and analyze** the causes of **non- conformities**.
- **Identify measures to prevent them**, with an aim to improve the quality of learning and teaching processes.

It should be stressed that Europe's higher education and research Area focuses on a constant improvement of the quality of education.

The most widely accepted **quality criterion for higher education** is probably "*Fitness for purpose*". The main reason for this is that students, as well as academic staff, appreciate the ability of the higher education institution to offer quality education, in the sense of its international visibility, recognition, career prospects, etc. This leads to the key insights that have been taken into account in the development of the Quality Management Policy of the College. They are as follows:

- **Define the quality as the basic principle of** the daily operations of the College
- Be informed about the needs of the **academic staff and students**
- Follow and consider the **social and economic trends** while **maintaining a high quality of education**.

2. The framework of the *Quality Management Policy* of the College, its objectives, and tasks

The **objectives** of the Quality Management Policy are as follows:

- To ensure the implementation of the State Standard of First Level Professional Higher Education in a qualitative and professional manner
- To ensure that the study programs implemented by the College comply with the national profession standards
- To encourage continuous and systematic improvement of the quality of teaching and learning
- To ensure that the information of the study process provided to the students and other involved parties (e.g. prospective students, employers, etc.) corresponds to the objectives and is available and correct.

The Quality Management Policy of the College focuses on **protecting** the interests of all students (regardless of study level, subject or study mode), and the **implementation of quality study programs**, by applying “quality culture” in daily operations of the College⁹.

In this quality management document, the Quality Assurance is understood as the process of verifying that the first level professional education provided by the College complies with the required academic and professional standards and meets the needs of the students and the requirements of the current labour market (employers). It is also the core task of the Quality Management policy of the College. It is of primary importance of the College operations to ensure high academic and professional standards of the provided education. In addition, the College has all the necessary **means (measures) and resources** to ensure that the standards and quality of provided education are **implemented (guaranteed), maintained and improved**.¹⁰

According to the legislation of the Republic of Latvia, the academic standard is set “on the State Standard of First Level Professional Higher Education” by Cabinet Regulation 141 of 20 March 2001 as well as state-set professional standards.

In accordance with Cabinet Regulation No 141, the study programs carried out by the College must be designed in a way that they:

1. Prepare students for work in a specific profession, by promoting their development as a mentally and physically developed, free, responsible and creative personality
2. Promote the acquisition of knowledge and skills (including autonomous learning skills), that ensure the achievement of a fourth level professional qualifications and promotes competitiveness in changing socio-economic conditions

⁹Quality culture means the ability of an institution to establish high-level internal quality assessment mechanisms and to ensure their continuous application. This approach marks a distancing from another commonly used quality assurance practice, periodic assessment.

¹⁰**Standards** describe the level of achievement in relation to the specified criteria against which the performance is measured. Implementation of a standard (achievement) usually means that the measures are fit for purpose and that the performance of these measures fully meets (meets) the criteria set out in the standard.

3. Increase the motivation for further education and provide the opportunity to prepare for a second level professional higher education and a fifth level professional qualification.¹¹

Also, the regulations of the Cabinet of Ministers include the conditions that the College must comply with regarding the compulsory content of the 1st level professional higher education, including the internship and the link between the study program and the relevant professional standard.¹²

Since 2012 the College has been having a certified internal quality management system that complies with *BTEC*, i.e. the standard of professional higher education in the UK. The College has decided to follow the *BTEC* quality standards for professional training due to the following considerations:

(1) Quality management standards are designed specifically for higher education institutions

(2) *BTEC* is a reliable and internationally recognized liaison partner serving as a quality label in the education area in Europe and the world.

The College goes through an **external quality audit** annually in order to certify its *BTEC Approved Center* status.¹³ The audit is carried out by independent experts from Great Britain, who are representing *Pearson Education* - the largest examining body of the UK and the world, offering academic (*Edexcel*) and professional (*BTEC*, *LCCI*) education programs and the testing of knowledge and skills acquired through them. *Pearson Education* audits over 25 000 educational establishments in the UK and carries out audits in over 100 countries around the world.

By introducing the *Pearson Education* Quality Management Standard to the College, the management of the College has chosen to implement one of Europe's and the world's most renowned higher education quality management approaches, that is based on close co-operation between the entity being evaluated (the College) and the evaluator (*Pearson Education*). In practice, this is manifested not only as annual external audits, but also includes counselling and practical assistance, with the aim of providing improvements in the quality of College education and study programs, as well as the improvement of the quality of qualifications to be awarded.

The *Quality Management Policy* of the College was developed based on the specifics of the College – the management of the College and the organizational processes, the vision and strategic goals of the College, as well as the internal culture and decision making model.

The *Quality Management Policy* of the College regulates the following processes related to the implementation of study programs:

1. **Planning, development and implementation of study programs and courses**
2. **Admission requirements and registration of students**
3. **Examination planning and assessment of students' knowledge, skills and competences**
4. **Resources required for the implementation of study programs**
5. **Exmatriculation of students**
6. **Information Dissemination to Students**
7. **Conflict of Interests**
8. **Plagiarism and Malpractice**

¹¹ Clause 2

¹² Clause 4-8 ¹

¹³ *BTEC Approved Center* Status was acquired in 2012.

9. Award of Qualification

Chapters 3 and 4 of this policy planning documents provide a detailed description of the progress, monitoring and development of each of these processes in the College.

In addition, Chapter 5 focuses on the **internal quality audit**, but Chapter 7 – **Public information and Communication**, that according to *the European standards and guidelines for the provision of internal quality in higher education institutions* is emphasized as an important part of the quality of education.

3. Implementation and provision of academic and professional standards

For the College it is of primary importance to provide the national academic and professional standards¹⁴. For this purpose, the College has developed and introduced a management system for quality education in its daily operations. In College the quality management is done through various internal normative regulations and the documents of strategic policies and planning. They set out clear processes, requirements and rules for the introduction, implementation and monitoring of a quality study process and determine the delegated powers to the academic and support staff of the College.

3.1. Planning, development and implementation of study programs and courses

The Quality Policy is developed to ensure that the quality of higher education provided by the College and its implemented academic standards are in line with the national standard of first level professional higher education and the corresponding professional standard requirements. Thus, when **planning, developing and implementing study programs and courses**, the College follows the legislation of the Republic of Latvia as well as the requirements of internal regulations drawn up by the College.

In accordance with Cabinet of Ministers Regulation No. 141 of 20 March 2001 “on the State Standard of First Level Professional Higher Education”, the College must comply with the following provisions concerning the structure and content of **study programs** (see Table 3.1.1).

Table 3.1.1.

- | |
|--|
| <ol style="list-style-type: none">1. The main parts of study programs are study courses, internships outside the educational institution, and qualification paper;¹⁵2. The compulsory content of study courses consists of social sciences3. The industry's study courses are divided into - compulsory, optional and study courses specific for the profession |
|--|

¹⁴ **Standards** describe the level of achievement in relation to the specified criteria against which the performance is measured. Implementation of a standard (achievement) usually means that the measures are fit for purpose and that the performance of these measures fully meets (meets) the criteria set out in the standard.

¹⁵ Clause 4

4. The compulsory content of the study program should include a **module for developing professional business competencies**. The module must be implemented predominantly by competence training, business games and similar practical teaching methods. The module must have a minimum of 6 credits.¹⁶
5. The scope of the study program and course is expressed in credit units. A credit unit is a calculation unit corresponding to **40 hours of study**.
6. **The volume of a study program is between 80 and 120 credit units.**
7. The minimum volume of the core part of the study program and study courses (credit units) are as follows:
 - **Study courses** — total amount — not less than 56 credit units but not exceeding 75 % of the total program volume
 - **General education courses:** not less than 20 credit units
 - **Industry training courses:** not less than 36 credit units
 - **Internship:** not less than 16 credit units
 - **Qualification Paper:** a minimum of 8 credit units, up to a maximum of 10% of the total volume of the program
 - At least 30% of the total volume of study courses are **implemented practically**. The independent study tasks and the monitoring of their execution are determined in the description of the study courses of the study program.

It is the responsibility of the College to provide the above-mentioned standard requirements when selecting the choice of the study courses of the program, as well as the content of the courses and internships in accordance with the essential requirements and specific requirements of the professional qualifications, which are necessary for the performance of duties and main tasks in the relevant profession in accordance with the relevant professional standards.¹⁷

In preparation for accreditation, the College prepares information for the Academic Information Center on the compliance of the study program with the professional standard.

At the same time, it should be noted that the College, when designing first level professional programs and further education and development programs, respects *BTEC* education quality standards and the implemented fundamental principles (see the outlined principles in Table 4.1.)

The involvement of employers in the planning, development and implementation of a study program provides valuable experience for students and lecturers, in particular, when linking the knowledge to practice. The College, in the process of developing and implementing its study programs aims to ensure that learning outcomes – the acquired knowledge, skills and competences – meet the demands of today's labour market. Therefore, the general setting of the College is that, when developing the study program, the process should involve not only academic staff, but also experts/specialists of the industry sector with recognized and long-standing professional experience as well as potential employers. Thereby the College can ensure that acquired higher education – its content, skills and competencies - is consistent with the professional standard and the demands of the labour market.

¹⁶ Clause 5¹

¹⁷ Clause 8

Pearson Education recommends the inclusion of following measures into the study programs, these are implemented in cooperation with employers:

- Field trips to employers
- Guest Lectures given by the employers
- The involvement of employers in the evaluation of students' work, knowledge and skills
- Practical examples.

It should be stressed that the **planning, development and implementation of study programs** and courses are strictly governed by the internal regulations of the College. These regulations have been based on the basic principles of academic and professional training standards developed by BTEC. As regards to the planning, development and implementation of study programs and courses, the College has adhered to the guiding principles of BTEC (see Chapter 4).

The academic staff must meet the requirements of the following internal regulations when planning, developing and implementing study programs and courses:

- *"Study Program Elaboration, Expertise and Approval Procedure"*
- *"Study Course Description Elaboration, Approval and Update"*

The development of new study programs may be initiated by a College Board, a Director or at least 5 (five) representatives of the academic staff of the College (a jointly collegiate decision). If the College Council, when assessing the necessity and usefulness of a new study program, supports a proposal for the development of a new study program, it will decide on the creation of a working group, it will appoint its manager, and set a time limit within which the draft study program must be submitted. The College Board also decides on the approval and implementation of the new study program, with the simultaneous appointment of the relevant program (the Director of the study program) and the definition of the financial and technical provision of the program (**compliant with the *BTEC* basic principle No 10**).¹⁸

Changes to an already approved study program may be suggested by the management of the College, academic staff, support staff and students engaged in the study program (**compliant with the *BTEC* basic principle No 3**).

At the end of every academic year, the Director of the study program **collects all proposals of proposed changes to the study program**. Objectively justified proposals are included in the **study program change project**, its compliance with regulatory requirements is verified by the Deputy Director of the College. The draft change of program is evaluated by the College Council, adopting the final decision on the usefulness of the change. Program changes at the College Council must be approved no later than 1 month before the beginning of the academic year.¹⁹

The preparation of each study course is performed in accordance with the following main provisions and quality requirements (compliant with the *BTEC* principle No 3; see Table 3.1.2.)

¹⁸ Study Program Development, Expertise and Approval Procedure at „Hotel School” Hotel Management College

¹⁹ Study Program Development, Expertise and Approval Procedure at „Hotel School” Hotel Management College

Table 3.1.2.

- For each study course a course description and implementation calendar is developed, indicating the study semester in which the study course is to be acquired.
- The course description shall include the course implementation objectives and expected results, with a separate listing of the knowledge, skills and competencies that need to be acquired.
- The course description should set out the content of the study course required to achieve the study results, dividing it into topics. The title of the course must be indicated in Latvian and English. The lecturer is obliged to prepare 3 versions of the course description - in Latvian, English and Russian
- A lecturer must define and specify the requirements for the commencement of studies for each course. It must include the description of student's independent work organization and tasks according to the subjects presented in the course content
- Each study course shall have a clear definition of result evaluation criteria
- Similar courses may be combined in study modules.

At the end of each academic year, the program directors ask **lecturers to update their course descriptions**. At the end of each academic year (in June), **lecturers perform the self-assessment of their work**. In accordance with the regulations²⁰, during the self-assessment the lecturer is responsible for reviewing and clarifying the study course by complementing it with the latest updates and information, as well as the most recent compulsory course literature and the recommended additional literature and other sources of information (**compliant with BTEC Principle No 7**).

3.2. Admission requirements and registration of students

Admission and student recruitment policies and regulations

The quality assurance for education begins with the registration process of students. According to *BTEC* quality education requirements, the College should provide an accurate, fair, timely organized, transparent and reliable student selection and registration procedures in his/her chosen study course (see the basic principle No 1 in Table 4.1). For this purpose, the College holds an **open** and **equitable** competition regarding the admission to its study programs. The College offers equal study rights to all citizens and non-citizens of Latvia, citizens of the EU/EEA and the Swiss Confederation and an EC permanent resident with a valid residence permit.²¹

Student admission to study programs offered by the College is carried out according to the **College Admission Regulations**, which are being re-approved by the College on annual basis.²² Generally, the **student intake is performed twice a year** - in summer and winter, therefore the admission requirements are updated in the autumn of the previous year,

²⁰ Procedure No 4-6/5 of 25 April 2016, " Study Course Description Elaboration, Approval and Update at "Hotel School" Hotel Management College ", Clause 7.

²¹ Admission Requirements at "Hotel School" Hotel Management College

²² Every study program type has separate admission requirements. For academic year 2016-2017, the College had: (1) Admission requirements for first level professional higher education study programs; 2) Admission requirements for further education and development study programs; 3) Admission requirements for BTEC education programs.

The **Admissions Commission**²³ is responsible for the student admission procedure in the College, its composition is re-confirmed by the College Director on annual basis and is operating under the “*Admissions Commission Regulations at “Hotel School” Hotel Management College*”. See the key operational tasks of the Admissions Commission in the Table 3.2.1.

Table 3.2.1

The main tasks of the Admission Commission are:

- To provide information to applicants on study programs, admission procedure, and on the rights and obligations of the prospective students (the working hours of the Admissions Commission are published on the College website www.hotelschool.lv, Admissions)
- Accept the documents required for the admission process
- Perform the activities necessary for student registration
- To check the student application’s compliance with the admission conditions (requirements)
- To take the decision on the basis of which the College Director matriculates the students who meet the requirements
- To carry out the English language test

The College shall ensure adequate student recruitment policies, ensuring that **appropriate information and advice** on the study program(s), qualifications, admission requirements and other questions related to admission and studies are available to the applicants. As stressed by *Pearson Education* quality requirements, it is essential that prospective students can make sure that the selected study program meets their expectations and needs before they start the study process.

For this purpose, the College has set up its website www.hotelschool.lv in three languages (Latvian, English and Russian), in which the applicant can get acquainted with the above mentioned information. Also, the Admission section of the College website publishes information about the working hours of the Admissions Commissions. Full information on the admissions procedure is available either calling the school, writing an e-mail: info@hotelschool.lv or having a face to face consultation. A detailed contact information is available on College website.

When registering the applicant to studies in College, the College assumes responsibility of a certain degree and assures that the enrolled student has reasonable expectations that he/she will successfully acquire the chosen study program. It is therefore essential that the **Admissions Policy** implemented by the College allows the selection of those students who have got the potential to successfully complete their studies.

Admission to the College's study programs usually takes place **without additional entrance examinations** unless the applicant is applying for studies in English and is unable to present the required results of the centralized examination in English. In such cases, the Admissions Commission examines the applicant's English language.

²³ In accordance with "Admissions Commission Regulations at “Hotel School” Hotel Management College", the Admissions Commission comprises:

1. President – the Director
2. Vice-President - Deputy Director for Academic Affairs
3. Secretary in charge – Director of the Academic Department
4. Members: Others College employees confirmed by the order of the College Director

In order to take a decision on applicant's admission to the chosen study program, the Admissions Commission checks applicant's former education and/or work experience and makes a decision as to whether it demonstrates the ability (potential) to successfully acquire the study program he/she has chosen. The criteria for admission to study programs are:

- ✓ Learning outcomes achieved during previous education
- ✓ Competency of the language in which the student wants to acquire the study program.

The announcement of the results of the competition is stipulated in the Admission Requirements. The Admission requirements also include conditions for registration to studies, general requirements of competition, matriculation, and the possibility to appeal the competition results. The procedure for reviewing an appeal regarding the admission process is detailed in the Regulations of the Admission Commission.

After concluding the study contract, the College registers all of its students in a national or international *on-line* database, depending on the selected study program (see Table 3.2.2 below):

Student Registration Database

Table No 3.2.2.

No	Study Program	Database Information
1.	First level higher professional education study programs	Ministry of Education of Republic of Latvia Database: VIIS (National Education Information System)
2.	Professional further education and development programs	Ministry of Education of Republic of Latvia Database: VIIS (National Education Information System)
3.	<i>BTEC</i> Education Programs	<i>Pearson</i> Registration database: <i>Edexcel Online</i>

The *BTEC* stresses that the information entered by the Director of the study program and lecturers in the databases must be accurate, precise, up-to-date and correct (see *BTEC* principles No 1 and No 12). This is one of the criteria that is evaluated by *Pearson Education* external auditor. The databases provide up-to-date information about the student registration, the study performance, and the assigned qualifications. **After awarding the degree and/or qualification to the student, the College shall keep information in the databases for another 3 years.**

Language proficiency

In accordance with the College Admission Regulations, the applicant must hold the certificates of the centralized exams in Latvian and in English or in another foreign language, and the grade may not be lower than F.

However, in accordance with *Pearson Education* requirements, if an applicant chooses to study in English, it is necessary to certify the English language proficiency through the centralized examination (minimum score of 60%) or by performing an English test at College (minimum level B2 or IELTS 5.5 (incl. 5.5 in reading and writing)).

The English knowledge of the applicant is examined by the Admissions Commission **(compliant with *BTEC* Principle No 1).**

Recognition of previous education and level of knowledge

Education Quality Assurance Policy implemented by *Pearson Education* encourages higher education institutions to recognize their student's previous achievements and experience, whether they are gained at work, at home, in free time or in training.

The recognition of results achieved in previous education or professional experience is an evaluation method aimed at assessing whether a student can demonstrate the compliance with the requirements of a given study course/subject, using the previously acquired knowledge, understanding and skills, and therefore does not need to develop them by re-learning the study course/subject. The evidence of study process submitted by a student must be valid and reliable.

In its work, the College implements the practice of recognition of results achieved in previous education or professional experience. College does this on the basis of an application submitted by a student or a person who is not a College student (applicant), this process is regulated in accordance with the criteria on recognition of learning outcomes achieved in previous education or professional experience. The documents and results obtained by the student or applicant are evaluated and the decision on the recognition of the results is taken by a Commission²⁴ - a specially established group of people as per the order given by College Director and that operates in accordance with the provisions of the regulation described above.

In case the evidence submitted by the student is assessed as sufficient and proves that the requirements (results) set in the respective study course/subject are achieved, the Commission decides on the allocation of credit units, including the amount of credit units for the acquisition of the course (**compliant with BTEC Principles No 1 and No 5**).

3.3. Examination planning and assessment of students' knowledge, skills, and competences

Examination planning

Within the framework of education quality assurance, *Pearson Education* recommends an early planning of student assessment. *Pearson Education* suggests Study Program Director, in cooperation with the involved academic and support staff to develop **Assessment Plans** for each academic year/semester.

According to *Pearson Education* when planning the assessment procedure of the study course/subjects it is important to **include following information in the Assessment Plan:**

- Study courses/subjects, their sequence and their mutual integration
- The study calendar and the planned activities
- The examinations, tests and projects planned in the study courses/subjects
- Resource planning, including, the need to attract relevant lecturers and other College staff
- The involvement of employers

²⁴ The Commission for recognition of learning outcomes achieved in previous education or professional experience

- The available external resources
- Planning of examinations and tests to ensure that students are not unnecessarily congested during the most important stages of learning (exams, counts);
- Student and external resource feedback on learning and teaching during the academic year
- How the College can verify the authenticity of the works submitted by students

The **minimum requirements of *Pearson Education*** on the information to be included in the **Assessment Plan** are:

- First and last name of assessors and internal verifiers
- The dates of the given assignments (examinations, tests, etc.)
- Formative assessment
- Summative assessment
- Information on internal control. i.e. a description of the assigned task
- Student options for a repeat assessment.

Student assessment

The College approach, developed according to the above-mentioned *Pearson Education* recommendations, is as follows (**complies with *BTEC Principle No 5***):

1. The Academic Director in cooperation with the academic staff shall prepare an **Assessment Plan** for each academic year/semester. It shall indicate the title of each study course/subject, the name and surname of the assessor, the title of the assigned task (test), the assessment criteria of the task, and the date of assessment (see Assessment Plan in **Appendix No 1** in all three languages (Latvian, English and Russian));
2. The following forms shall be prepared and completed by each lecturer for every assigned test of the study course/subject:
 - 2.1. **Assignment Front Sheet** shall contain information on the assessment criteria and skills, competencies and knowledge that the student needs to demonstrate in this particular work. In this form the student with his/her signature shall also certify that the work is authentic. The lecturer should pay attention that the **College applies a solid approach towards learning outcomes**. When filling in this form the lecturer must define the learning outcomes that are expected from the student in that particular work. In the form, learning outcomes are defined as "criteria descriptions to be achieved" and the code LO1, LO2, etc. are given for each learning outcome. A sample assignment front sheet of the assigned task in all three languages (Latvian, English and Russian) can be found in **Appendix No 2** of this document.
 - 2.2. **Assignment Brief** shall include the name, purpose, scenario and a description of the tasks. Lecturers should make sure that the form pays particular attention to the evidence list, i.e. what evidence is expected from the student on each assignment (e.g. work must contain illustrative data sheets, writing of at least 2000 words, work must be submitted in PDF format. etc.). The lecturer shall also indicate the recommended sources of information to be used and, if necessary, provide remarks

(specific instructions). A sample form in all three languages (Latvian, English and Russian), is available in **Appendix 2**.

- 2.3. **A Summary of the Assessment** lists all the criteria to be achieved in each task (LO1, LO2, etc.). Once the work has been submitted, the lecturer uses this form to record the performance criteria the student has and has not met. The sample form in all three languages (Latvian, English and Russian), is available in **Appendix 3**.
- 2.4. **Lecturer's feedback**, the lecturer provides comments on the first submitted work assessment, describes an action plan so that the student can improve the evaluation and comments on the evaluation of the second submission (final grade). At the end of this form, the date on which the grade was given must be indicated and it must be signed by the lecturer and the student. The sample form in all three languages (Latvian, English and Russian), is available in **Appendix 3**.

Every academic semester the Internal Verifier of the College carries out an internal audit for the purpose of verifying the honesty, objectivity and equity of the student assessments. According to the College the *Assessment* is understood to be a quantitative or qualitative finding, an opinion which the lecturer expresses orally or in writing on the adequacy of the student's knowledge and skills in the study course/subject, study program and professional standard.

The lecturers document student assessments (in both formative and summative assessments) **using forms that are developed by the College**. The completed forms shall be submitted before the end of each semester to the Academic Department which then are recorded and stored.²⁵

Internal auditing is performed in a way that the internal auditor examines Internal Verifications - Assessment decisions. The completed assignments of each study course are recorded in special forms (see Appendix 4). The Study Program Director and the Deputy Director of the College in Academic Affairs are the College appointed internal auditors. More about the responsibilities of lecturers and internal auditors as per the education quality standard of *Pearson Education*, as well as on practical implementation of internal audits see Chapter 5.

The College uses clear criteria for assessment and evaluation (see above for a learning outcomes approach). The types and the number of tests used in the course should be reflected in the description of each study course. **It is the responsibility of the lecturer to** draw up all the assignments of the course in accordance with the College requirements and to coordinate them with the Deputy Director of the College. The Deputy Director of the College **shall regularly check** the descriptions of the assignment prepared by the lecturers, the description of the tasks of the assignments and exams and **provide a written feedback on their quality and compliance with the aim and objectives** of the course. If necessary, the Deputy Director may ask the lecturers to make adjustments and improvements. The feedback is stored in the College for 3 years.

According to *Pearson Education's* requirements, the College **is also responsible for maintaining records of each student's learning outcomes, i.e. assessments**. The records must contain the following information: The performed evaluations (when and in which courses/modules), the decision (the assessment expressed in 10-point scale or passed/failed), any changes to the assessment or appeal.

²⁵ Student Assessment Procedure

Continuing on *Pearson Education* recommendations in the context of assessment, it is expected that the College will ensure that:

- The evaluation shall be consistent with the first level professional higher education standard ²⁶ or *BTEC* Program standard ²⁷, depending on the study program
- The requirements set for the students are realistic and all students are aware of them,
- Fair and equal assessment is applied to all student,
- Precise documentation of student assessments (see the previously mentioned forms).

The College has incorporated these education quality requirements regarding the assessment in its *"Student Assessment Procedure"* (see Table 3.3.1).

Table 3.3.1.

The Procedure states that:

- **when developing descriptions of independent works, test and exam tasks**, try to ensure that they **correspond to the purpose** and the ability of students / learners to complete them
- the lecturer shall inform the students **at least two weeks in advance** about the date and time of the examination or test (i.e. the final examination of the course/subject) as well as about the content and requirements of the assignment
- **The lecturer is obliged to assess** the student's work and learning outcomes in **accordance with the criteria adopted** by the College, respecting the principles of honesty, openness and equality and avoiding any form of discrimination by combating plagiarism and malpractice
- Student evaluation shall be **conducted in accordance** with the **objectives, tasks and expected learning outcomes** of the licensed and/or accredited study program
- **Lecturers document student assessments** (both formative and summative) **using forms developed by the College**. They are submitted to the Academic Department by the end of the current semester, which registers and stores them
- **The results of the qualification internship shall be assessed in** accordance with the procedure approved by the College.

Student Assessment Organization, conduct and practice in the College

A detailed description of regulations and practices on student evaluation are laid down in the two College regulations (compliant with *BTEC* Principles No 4 and No 6):

“Study and Examination Procedure at “Hotel School” Hotel Management College”,

"Student Assessment Procedure".

Study and Examination Procedure at “Hotel School” Hotel Management College has been developed in accordance with the Law on Higher Education Institutions, Law on Vocational Education and Regulations No. 141 of the Cabinet of Ministers

²⁶ Assessment in Latvian professional qualification study/education programs is expressed using a 10-point scale or “passed / failed”;

²⁷ Assessment in the British professional qualification study/education programs (*BTEC*) is expressed in three possible grades: 'Pass', 'Merit' and 'Distinction'.

“Regulations on the State Standard of First-Level Professional Higher Education”. It stipulates that the College lecturers **are free to determine the content, forms and methods** of the assignments for their course. The content, form and method of assessment derives from the objective and learning phases (stages) of a relevant course. The lecturer shall ensure that the **tasks and assessment methods** of the assignments are consistent with the objective of the assignment²⁸, which, in accordance with the *Standards and guidelines for quality assurance in the European Higher Education Area*, **diagnostic (introductory evaluation), formative (daily, current and intermediate evaluation) or summative (summary)**. The clarification of all these assessment types is available in the College approved *Student Assessment Procedure*²⁹, which regulates all aspects related to the assessment of the acquisition of study courses at the College.

It is important to note that student assessments are based on the basic principles of first level professional higher education assessments³⁰. The *Student Assessment Procedure* determines the practical implementation of these basic principles in different stages of student assessment.

Assignment forms used in the College are following³¹:

- A written test which assesses the student's writing³²
- An oral test, which assesses the student's oral responses³³
- A composite test that assesses both the student's oral and written tasks.

The types and quantities of tests are set out in the course description.

During their studies in College the students take:

- *Intermediate assessment of the course*, the basic form of which is student's independent work, as well as group work, practical work, test, etc., in line with the specifics of the course
- The *final assessment of study courses*, the basic form of which is a test or an examination
- The Internship Report Presentation (*Defense*)
- The final state exams.

²⁸“Study and Examination Procedure at “Hotel School” Hotel Management College”

²⁹ Determines: the procedure for student assessment, the duties of lecturers in regard to the assessment, the duties of the Deputy Director in regards to the assessment, the duties of the Examination Commission in regards to the assessment, the obligations of students in regards to the assessment

³⁰ **the principle of summing up the positive achievements** - the acquired education is evaluated by summing up the positive achievements

the principle of compulsory assessment - it is necessary to obtain a positive evaluation of the program acquisition of the mandatory content included in the main parts

the principle of honesty and clarity of requirements - in accordance with the goals and tasks of the programs, as well as the goals and tasks of the study courses, a set of basic requirements for the evaluation of the acquired education has been determined

the principle of diversity of the evaluation types used in the assessment - different types of evaluation are used in the assessment of the acquisition of the program

the principle of conformity of assessment - it is possible to prove analytical and creative abilities, knowledge, skills and abilities in assignment tasks and situations corresponding to all levels. The amount of content to be included in the examinations corresponds to the content specified in the course programs and the skills and knowledge requirements specified in the professional standard.

³¹ “Study and Examination Procedure at “Hotel School” Hotel Management College”

³² The maximum duration of a written test shall be 4 academic hours.

³³ The maximum student preparation time for the oral test is 1 academic hour and the maximum student response time is 30 minutes.

The assessment of the internship results is determined by the *"Regulations on the organization of study and qualification internships at Hotel School"*. The assessment of the final test of the study program for awarding the qualification is defined in *"Qualification Paper Elaboration and Presentation Procedure"*.

The final assessment of the course is recorded in the assessment protocol. The assessment of the internship and qualification papers is recorded in the relevant protocols.

In order to provide and maintain high academic standards, the College has established an **Academic Achievement Assessment Commission**³⁴ in line with *Pearson Education's* practice. It is a specially established body of the College that makes decisions on student credit units and professional qualifications. Until the meeting of Academic Achievement Assessment Commission³⁵, all the assessments given by the lecturers are considered as interim assessments and may be challenged in accordance with the Regulations³⁶. All College lecturers must attend Commission meetings. They shall provide a report on the achievements of student learning in their courses/subjects. If necessary, the lecturers shall give explanations in case the given assessment has been challenged (**compliant with BTEC Principle No 6**).

Conscious of the importance of success in further studies (especially in European higher education institutions), as well as of the knowledge and skills needed to acquire professional qualifications, the College is pursuing a *Quality Policy*, according to which also the lecturer will be responsible for increasing the motivation of the student to get a higher score. Therefore, the lecturer shall provide students with additional advice (during the lecture time and/or during the official consultation hours). It is also the responsibility of the lecturers to provide support for students who, in the formal assessment phase, fail to achieve the expected learning outcomes of the study object and receive a positive evaluation. The lecturer gives such students a chance to make improvements to the assigned work (no more than once).

In order to provide an efficient and as standardized student assessment as possible, the Deputy Director of the College shall plan and carry out training sessions for College lecturer on student assessment procedures (for new lecturers before the beginning of each semester, and for lecturers who work in the College for more than half a year, the training is organized at least once a year). It is also the responsibility of the Deputy Director to carry out continuous monitoring of lecturers and teachers within the assessment context (for more information see Chapters 5 and 6 on internal and external quality audits).

3.4. Resources needed for study program implementation

According to *Pearson Education* one of the criteria for obtaining quality education assurance is the existence of **material resources** suitable for the implementation of study programs. In college, this benchmark has been successfully completed since 2013, incl., the provision of specific equipment necessary for the implementation of studies (e.g., specialized hotel management software, etc.) which

³⁴ Operates according to the Operational Regulations for Academic Achievement Assessment Commission at "Hotel School" Hotel Management College

³⁵ At the end of each semester.

³⁶ Student Assessment Procedure

enables the implementation of College study programs in accordance with European practice and quality.

The planning, acquisition and supervision of the material and technical base of the College takes place in accordance with the legislation of the Republic of Latvia and in accordance with the provisions of the *“Procedures for Conformity Assessment and Improvement of Infrastructure, Material and Information Provision Necessary for the Implementation of the Educational Process”*.

In order to expand and improve the material technical and information (teaching, methodological, etc.) base of the College, the Study Program Directors shall, prepare and submit appropriate proposals to the Director of the College at least once a year, usually in June (**compliant with BTEC Principle No 2**).

In addition, the College is responsible for providing its students **high-quality teaching and learning experiences**, which are created through the recruitment of qualified and experienced academic staff members, interactive and attractive study programs, as well as high-quality educational materials. High academic quality plays an important role in fostering effective student engagement in the learning process. Also, the academic staff is an essential part of this experience as they are the ones who can deliver inspirational learning and enhance students’ interest in learning and course acquisition.

In the study program implementation process, the College engages highly qualified:

- **Academic field representatives**, incl., from recognized European higher education institutions specializing in the training of hospitality professionals
- **Professionals** from leading Latvian hospitality companies, as well as well-known companies in Europe and the United States.

The selection process of the College lecturers is carried out according to the Higher Education Law and the *“Regulations on academic and administrative positions at “Hotel School” Hotel Management College”* (**compliant with BTEC Principle No 2**).

According to *Pearson Education* recommendations, it is necessary for the College the College needs to develop mechanisms for working with lecturers and students that provide opportunities to systematically review and improve teaching and learning methods. (**compliant with BTEC Principle No 8**). **The College has introduced two permanent mechanisms in its work:**

- For internal quality control purposes, the Deputy Director of the College, in accordance with the *“Student Assessment Procedure”*, plans and implements a continuous monitoring of **lecturers’ work**
- The College Director and the Deputy Director for Academic Affairs regularly carry out **lesson observations** to ascertain the quality of their academic staff. During the observations, the relevance of the lecture content to the description of the course is assessed, the appropriateness of the chosen teaching methods, and the quality indicators.

Every **lecturer at the end of the academic year shall complete** and submit his/her own **self-assessment questionnaire to the Study Program Director for each study course**.

Also, the Deputy Director in Academic Affairs of the College organizes **introductory training** for the newly elected academic staff representatives in order to

instruct them and to present the study methods implemented by the College, the assessment criteria, as well as the implemented policies, incl., Quality Policy.

In addition to the organization of methodological meetings, the Academic Department of the College also works with the members of the academic staff **individually**. There is maintained a continuous communication with the lecturers on the implementation of the study plan, the planning and organization of student's individual work and the student's learning outcomes, etc. in the College.

In order to ensure the quality of the studies and their suitability to the modern labour market, the College supports and implements activities of **quality enhancement** and **experience exchange** for its academic staff members, as well as supports the initiative of the **lecturers to develop their skills** by taking a doctor degree and preparing the thesis and the scientific research activities. The College provides a special support for the lecturers in participation in international projects and publications for internationally quoted editions.

Within the framework of the education quality assurance it is essential to understand that the lecturer is in charge of student success rates in his/her taught courses. At the end of each semester, **the lecturer provides a report on the achievements of learning outcomes**. If any of the lecturer's assessments are challenged, the lecturer shall provide the necessary explanations to the Academic Achievement Assessment Commission. The Academic Achievement Assessment Commission also **analyses performance indicators for current semester and provides recommendations for their improvement in the next semester/academic year**.

When implementing study programs, the College focuses on the development of a study process in which each student is given an **opportunity to develop their skills to study independently, as well as their analytical, critical, and creative thinking**.

The College, in collaboration with lecturers, students and employers who act as student mentors during the internship, **implements and regularly reviews and improves teaching methods and learning opportunities** to encourage each student to:

- **Become an independent learner**
- **Acquire in-depth knowledge of selected study courses**
- **Develop the analytic, critical and creative thinking**

The extent to which the lecturer has contributed to bringing these principles in practice within the framework of each study course and their results, is shown by the student tests, which, as already mentioned in section 3.3, are strongly focused on the systematic learning outcomes.

3.5. Exmatriculation of students

In accordance with the regulations *“Study and Examination Procedure at “Hotel School” Hotel Management College* the **student is being removed from the student list in following cases**:

1. Upon receipt of a student's written application regarding the wish to terminate studies at the College
2. It is clarified that student's previous education does not meet the study program requirements regarding the previous education

3. A student does not commence the studies without reasonable justification within 10 days after matriculation
4. A student is absent for classes without a justifiable reason or exceeds the limit of the total amount of absence of the individual lectures (30%) from the total number of study course classes and the workload provided for in the study plan of the respective semester without the Director's permission to increase the limit of absence;
5. Student has not fulfilled the requirements of the study program within specified time limits and has not agreed about the terms and conditions of academic debts
6. Student has not paid the fees or other service charges within the specified time limits in accordance with the study contract and the *Regulations on service fees and Payment Reimbursement Procedure at "Hotel School"*
7. Student has committed a serious breach of *Internal Rules and Safety Regulations at "Hotel School"*, in this case the enrolment termination is used as a disciplinary penalty
8. Student has not started studies after the end of the academic break
9. Student has not passed the final state examination – Qualification Examination
10. Student has mastered the study program in full and obtained a qualification.

According to *Procedures for investigating and combating plagiarism, academic misconduct and malpractice at „Hotels School"*, the student's removal from the student list can be applied as **one of the penalty types**, upon discovering that the student has done malicious activity or caused plagiarism.

If a student is removed based on his/her wish, the College shall ask him/her to fill in and submit an exmatriculation questionnaire. If the student submits an application for exmatriculation, then the survey takes place orally.

The order for student removal is issued by the Director of the College. The College sends the notification to the student by email.

3.6. Information Dissemination to Students

In the context of educational quality assurance, *Pearson Education* stresses that one of the successful preconditions of studies is the necessity to instruct and inform students on various questions related to the study process. In College it is implemented with the help of handbooks. For this purpose, the College has developed **two handbooks: 1) for applicants³⁷ ; 2) for students³⁸ (compliant with BTEC Principle No 8).**

³⁷ **Content of the Applicant Handbook:** Basic information about the educational institution (organizational structure and requisites); Summary of applicant's rights and obligations; Admission Regulations; Admissions Commission Regulations; Regulations on service prices and payment procedures; Discount Application Procedure; Payment Reimbursement Procedure; Sample study contract; Sample application form; Procedure for initiating studies at later stages of studies; Regulations on the recognition of study results achieved in previous education or professional experience; Regulations on the individual study plan; Internal order and safety regulations; Regulations on appearance and attire.

³⁸ **Content of the Student Handbook:** Basic information about the educational institution (organizational structure and requisites); Summary of student's rights and obligations; Internal order and security regulations; Regulations on appearance and attire; study and examination procedure, student

In order to facilitate student's involvement in the learning process and to facilitate their participation in the study process, the College has created and runs a **Student Parliament**. Two of ten voting members of the College Council - a collegiate authority in all aspects related to study and learning- are the representatives of the Students Parliament. The Student Parliament acts in accordance with the *Student Parliament Regulations* (**compliant with the BTEC Principle No 9**).

Also, according to the *Procedure for Planning and Monitoring the Study Process at "Hotel School" Hotel Management College*, within the context of the study semester the Academic Department plans and organizes following introductory lectures for the students:

1. Introductory lectures for 1st year students on regulations governing the study process (first day/s of the first academic semester). In the introductory lecture, the students are presented with the content of internal regulatory acts governing the operation of the College and their practical application. Students sign the "Regulation Briefings", thus confirming that they have understood and agree to comply with the rules of the College. The student attestations are stored in student files.
2. Introductory lecture for 1st year students on the organization of study internship in Latvia (in the middle of the first academic semester).
3. Introductory lecture for 1st year students on the organization of study internship abroad (in the middle of the second academic semester).
4. Preparatory lectures for 2nd year students on state examinations (in the middle of the fourth academic semester).

To ensure the quality of the training and to provide a positive learning experience for students, in the first lecture of the course the College lecturers present the content of the course to the students, by explaining the details of the course description, incl., the criteria, methods and assessment forms to evaluate the knowledge and skills.

Also, the Academic Department informs students about the tests in a timely manner. The Academic Department develops a Defense Presentation Schedule no later than two weeks before the student's study internship report presentation and qualification paper presentation, and publishes it on **College Intranet, as well as** on the bulletin board in College premises.

The Academic Department summarizes (but not later than 3 months prior to the final state examination) the information on the selected topics of the qualification papers. After their approval, the information is published on the College Intranet and placed on the bulletin board in College premises.

Each student has access to the College intranet system.

In addition to the Academic Department and the Student Parliament, students are supported also by **Student Services**.

assessment procedure; Rules for designing study papers; Internship organization procedure; Qualification paper elaboration and presentation procedure; Procedures for investigating and combating plagiarism and malpractice; Library regulations; Regulations on service prices and payment procedures; Discount Application Procedure; Payment Reimbursement Procedure; Study plan for a semester / year; Lecturer consultation schedule (semester); Contact information; Regulations on an individual study plan; Procedure for granting an academic break; Procedure for initiating studies at later stages of studies; Further education opportunities; Student involvement and feedback; Student Parliament Regulations; Appeal Policy.

3.7. Conflict of Interest

Based on *Pearson Education* guidelines on tackling unfair practices in higher education institutions, the College has developed its own *Conflict of Interest Policy*. It clearly defines the basic principles of professional ethics and conduct for the College employees; it provides clarification and describes the recommended behaviour of employees in situations that could potentially lead to a conflict of interest.

In the performance of their duties and daily routine the staff must observe the following principles of professional ethics: fairness, accountability, objectivity and independence, as well as the information protection (**compliant with the BTEC Principle No 6**).

3.8. Plagiarism and malpractice

The prevention of plagiarism and malpractice is a precondition for the implementation and maintenance of high academic and professional standards in any higher education institution. To reduce the potential for plagiarism, *Pearson Education* emphasizes the need to explain and promote students' understanding of what plagiarism is, and to develop policies and actions to prevent and combat plagiarism. These should include:

- Definitions of plagiarism and other malpractices
- Measures taken to prevent plagiarism
- Methods to monitor and control the assessed work of students and to detect plagiarism
- The procedures applied to the investigation of plagiarism and malpractice
- The penalties applied to students in respect of detected irregularities.

The College was further developed and endorsed by ***Procedure for investigating and combating plagiarism, academic misconduct and malpractice at „Hotels School” Hotel Management College (compliant with BTEC Principle No 6)***. It defines plagiarism as the deliberate misappropriation, in whole or in part, of someone else's work or idea, pretending to be their own and not identifying the true author. Plagiarism can occur in two forms: language and information. As indicated by *Pearson Education*, plagiarism occurs when presenting the same work/part of the work for two different (study) purposes.

Malpractice on the other hand is an activity that endangers student safety, the quality of the study/teaching process, the reputation of students, educators or the College. For example, plagiarism, collusion, fraud, write-off during the examination, counterfeiting documents, etc.

The task of the College lecturers is to combat plagiarism and malpractice. In the event that one of the offences mentioned in the ***Procedure for investigating and combating plagiarism, academic misconduct and malpractice at „Hotels School”*** has been discovered, the student is suspended from the examination. If these irregularities are found in the final examination of the course, the lecturer shall mark the minutes of the test as "suspended", and shall prepare and submit a written report to the Deputy Director of the College with a description of the circumstances of the case for further investigation no later than the end of the following working day.

The Director of the College is obliged to investigate it by clarifying all the circumstances and to bring the offender to justice by imposing an appropriate penalty.

According to the procedure, the following penalties apply to academic integrity breaches:

1. Refusal to add a student to the list of College students
2. Annulment of the assignment (tests, exams, etc.) results of study courses/subjects or results of the final examination of the Study Program (Certificate of Qualification Paper/Exam) or the annulment of the issued education document
3. Non-admission to the examination
4. Removal from the list of students

The student is entitled to appeal within 14 days of the decision's entry into force to the Director of the College with a request for a review of the decision concerning the assessment of a particular irregularity or the penalty that has been imposed "incorrectly".

3.9. Award of Qualification

The College shall ensure that **professional qualifications are awarded based on the results of studies** obtained during the assessment of knowledge, skills and competences. Professional qualifications and diplomas for the attainment of first level professional higher education are awarded only **if the student's learning outcomes comply with the academic standard established by the state³⁹**, i.e. the student has earned the credit units for each study course, study practice and qualification work (**in line with the *BTEC* Principle No 6**).

Qualification for first level professional higher education and *BTEC* level 4 and 5 are awarded to students who have demonstrated:

- Knowledge and a critical understanding of the generally recognized principles in the chosen course and how these principles have arisen
- Ability to apply concepts and principles beyond their customary context (acquired course), including proficiency in the use of these principles in professional work
- Knowledge of the main methods for the identification of topics on which professional qualifications are assigned and the capacity to critically assess the application of different approaches to solving problems in the chosen course
- Understanding of the limitations of their knowledge and how it affects analysis and interpretations (explanations) based on this knowledge

Normally first level professional higher education qualification holders:

- Use a range of commonly accepted techniques/methods to initiate and conduct critical information analysis and to provide solutions to problems arising from this analysis
- Present information, arguments and analyses to specialist and non-specialist audiences, and effectively apply relevant techniques and methods of the subject
- Engage in further training, develop existing skills and acquire new skills that allow to take considerable responsibility in professional work

³⁹ Clause 13.

The qualification holders will have **the necessary characteristics and skills for an employment that requires the ability to take on and perform personal responsibility and decisions.**

3.10. Appeal Policy

In pursue of an honest, fair, and equitable education policy in College, the College allows its students to challenge the decisions taken by College staff (academic or administrative). For this purpose, the College has developed an *Appeal Policy* regulating the appeal submission and proceedings in the College.

In this respect, the student is entitled to make claims about:

1. Assessment of the test/final examination
2. Organization and conduct of the study process
3. Tuition fees
4. Termination of the enrolment.

The College considers that in case of a claim, the parties (student and academic/administrative staff) must seek oral agreement first. In the event of failure to achieve this, the student may submit a written appeal to the Study Program Director or to the College Director.

An **assessment appeal** must be submitted by the student by the end of the following working day (after receipt of the assessment):

- **On Test Assessment** - to the Study Program Director, whose Academic staff member has assessed the student's learning outcomes
- **On the Assessment of the final examination or qualification exam** - to the chairman of the corresponding commission.

An appeal against a **possible violation of the study process** may be submitted to the Director of the responsible Study Program in writing within 3 working days. The appeal against the decision on termination of enrolment may be submitted in writing to the College Director.

The appeal is heard by the Appeal Panel, which is established and convened by the recipient of the appeal, and which is comprised of invited specialists relevant to the complaint content. Complaints shall be handled in the shortest possible time, but within no more than 7 working days from receipt of the complaint. The Head of the Panel shall inform the student on the appeal decision in writing. A decision of Appeal Panel may be challenged to the official of the next level (College Director).

4. Basic principles of implementation and maintenance of academic and professional standards

Listed below are the basic principles used by BTEC in the implementation of their education quality standards. For the purposes of implementing an effective Quality Management Policy, the table below summarizes the basic principles applied by BTEC and those internal regulations/policy planning documents of the College that implement these basic principles in the work of the College.

Table 4.1.

No	Basic principle	Planning document of a College Internal Regulations and/or Policy
1.	The College shall ensure that the policies and procedures for the recruitment, selection and enrolment of students are fair, transparent, reliable, and reasoned.	<i>Admissions Commission Regulations</i> <i>Admission Regulations for first level professional higher education programs.</i> <i>Admission Regulations for further education and development programs</i> <i>Admission Regulations for BTEC education programs</i>
2.	In order to give students opportunities to improve and develop their academic, personal and professional potential, the College shall provide, monitor and evaluate all necessary resources for that purpose.	<i>Procedures for Conformity Assessment and Improvement of Infrastructure, Material and Information Provision Necessary for the Implementation of the Educational Process</i> <i>The Procedure on Allocating Professional Development Funding to Academic Staff.</i>
3.	For the preservation and implementation of high standards of academic and professional excellence and quality learning opportunities The College organizes the planning, development and approval of professional and effective study programs	<i>Study Program Elaboration, Expertise and Approval Procedure</i> <i>"HOTEL SCHOOL" Hotel Management College Council Regulations</i>
4.	The College provides a transparent and comprehensive academic framework and rules on: - How student assessment is performed - how the student is awarded credit units for the acquired study course/subject and program,	<i>Study and Examination Procedure</i> <i>Student Assessment Procedure</i> <i>Rules for Designing Study Papers</i> <i>Operational Regulations for Academic Achievement Assessment Commission</i>

	<ul style="list-style-type: none"> - conditions for obtaining professional qualifications 	<i>Study Internship Organization Procedure</i> <i>Qualification Paper Elaboration and Presentation Procedure</i> <i>Regulations for Final State Examination Commission</i>
5.	<p>The College provides a fair, valid and reliable evaluation process, incl., recognition of previous education, allowing each student to demonstrate to what extent they have achieved the intended learning outcomes for obtaining credit units or qualification</p>	<i>Student Assessment Procedure</i> <i>Study and Examination Procedure</i> <i>Regulations on the recognition of study results achieved in previous education or professional experience</i>
6.	<p>The College shall ensure that credit units for the course and professional qualifications are awarded:</p> <ul style="list-style-type: none"> - Based on the results of studies obtained during the assessment of knowledge, skills and competences - Only if the student's learning outcomes comply with the academic standards defined by the state or <i>BTEC</i>⁴⁰, i.e. the student will be awarded the credit units for each course and internship if they have received an evaluation "passed" or grade has not been lower than 4 - "almost satisfactory" within the 10 point scale. 	<i>Student Assessment Procedure</i> <i>Operational Regulations for Academic Achievement Assessment Commission</i>
7.	<p>The College has developed and implemented regulations that ensure that study programs and courses/subjects are regularly and systematically reviewed and updated in order to maintain their compliance with the national academic and professional standards</p>	<i>Study Course Description Elaboration, Approval and Update Procedure</i> <i>Study Program Elaboration, Expertise and Approval Procedure</i>
8.	<p>The College has developed mechanisms to working with academic staff members and students to systematically review and improve teaching and learning methods.</p>	<i>Quality Policy</i> <i>Student Assessment Procedure</i> <i>Operational Regulations for Academic Achievement Assessment Commission</i>
9.	<p>The College takes informed steps to involve all students, promote their participation in the study process and ensure and improve their educational experience</p>	<i>Quality Policy</i> <i>Procedures for Planning and Monitoring the Study Process</i>

⁴⁰ Clause 13.

10.	The College has regulations for the development and validation of new study programs and processes that ensure that new courses comply with the national academic standard for first level professional education and standard profession requirements	<i>Study Program Elaboration, Expertise and Approval Procedure</i> <i>"HOTEL SCHOOL" Hotel Management College Council Regulations</i>
11.	The College has procedures for reviewing and resolving appeals and student complaints about study opportunities and quality; These procedures are fair, accessible and timely, and allow for the improvement of the study process.	<i>The Appeal Policy</i> <i>Admission Regulations for first level professional higher education programs.</i> <i>Admission Regulations for further education and development programs</i> <i>Admission Regulations for BTEC education programs</i> <i>Admissions Commission Regulations</i> <i>Student Assessment Procedure</i> <i>Operational Regulations for Academic Achievement Assessment Commission</i> <i>Qualification Paper Elaboration and Presentation Procedure</i>
12.	The College collects and stores information on each implemented study course, i.e. information on the performance of the implemented study course and evaluation results. Graduate results are also saved.	<i>Student Assessment Procedure</i> <i>Quality Policy</i>
13.	In order to ensure that the process of teaching, learning and granting of professional qualification (diploma) is transparent and publicly responsible, the College uses external and independent expertise to assess the quality of education provided by the College.	<i>Quality Policy</i> <i>Regulations on Study and Qualification Internships</i> <i>Regulations for Final State Examination Commission</i>

5. Internal Quality Audit

For the quality and development of education, the **College conducts internal audits (verification) regularly**. Internal audits are carried out in accordance with the *Pearson Education* methodology and practice and the results of internal audits, like other College processes in the quality assurance of higher education, are examined in the *Pearson Education* External Verification audits.

The **internal audit** of the College is a quality assurance method of education used to monitor the progress, practices and assessments of student evaluation. This approach ensures that:

- The College has **Assessment Plans** (see Chapter 3.3) and they cover all the professional qualifications that can be obtained from the College
- Assessment tools are fit for purpose
- Assessment decision (student assessments) correspond exactly to the evidence, the assessment criteria defined in the task and the assessment criteria
- All evaluators (lecturers) apply standardized evaluation and the assessment and awarding of qualifications in all College implemented study programs and courses is consistent.

In accordance with the *"Student Assessment Procedure"*, the compliance with the requirements in College is controlled by:

1. The College Director
2. Deputy Director of the College in Academic Affairs
3. The Director of the HBOS
4. Academic Achievement Assessment Commission
5. External Verifiers.

The Inner Quality Control of Studies is implemented through ***Pearson Education*'s recommendations for planning and implementing the assessment**. It is essential for the College to ensure that student assessment is fair and consistent, i.e. it does not change over time, that the laid down principles and criteria are all known and constant. It is also essential that the internal control (audits) developed and implemented by the College provide a true and accurate assessment of the learning and teaching processes carried out under the College study programs.

Internal Quality Verification Planning

The Deputy Director in Academic Affairs shall be required to have an internal quality control schedule. When designing internal quality audits, attention should be paid to the following issues relating to the study process:

- The time needed for the course(s) acquisition and student assessment, incl., the time when students are able to provide their feedback. In the College, the evaluation of the study course by the students is obtained in the form of a questionnaire.
- Dates of exams and other assignments.

Internal verification planning **should take place at the beginning of the academic year and should take into account the following *Pearson Education* recommendations:**

- A student assessment plan for each course
- The chosen assessment tools (methods) are fit for the purpose. The purpose of the assessment is to examine how the content of the course/subject has been

acquired and whether and to what extent the student has reached the level of requirements laid down in the course/study item

- During internal quality control, to make sure that the assessment results match the level of knowledge, skills and competences reflected in the student work, in line with the assessment criteria. **These are presented as LO (*Learning Outcomes*) in the worksheets.**
- Internal verifier and assessment progress (date and time) for each course/ study subject must be defined
- Promote the standardization of assessors and seek to ensure that the assessment of students and the award of professional qualifications within the study program is consistent
- Define the methodology for selecting the assessment (grades) posted by the assessors during the internal audit
- Ensure that the internal audit covers all courses/subjects, all assessors (lecturers) and students that have been included in the selection

The parties involved in the internal quality verification and their responsibilities

The Director of the Study Program (Program Leader) is generally responsible for the effective implementation and assessment of the study program, including not only the national academic and professional standards, but also the quality requirements of *Pearson Education*. According to the *Pearson Education* requirements, the Director of the Study Program can also be an Assessor (lecturer) and/or perform Internal Verifier's duties.

Lead Internal Verifier is a person responsible for student assessment issues and the internal evaluation of study program(s) in the College. The lead internal verifier should be appointed for each study program that is implemented by the College.

Internal Verifiers carry out quality checks on student assessment processes and practices to ensure that they meet qualification standards and that all students have been assessed in a fair and consistent manner.

An internal verifier can be any person who is involved in the implementation of the study program and student assessment. It has been recommended to involve all lecturers in the internal evaluations by asking them to evaluate each other. The internal verifier must not carry out internal verifications of the courses he/she is teaching.

Assessors - Anyone who carries out the student assessment and acts in accordance with the instructions of the Director of the Study Program. Normally, the Assessors will provide an overview of the aim and tasks of the study course/subject, teach the relevant study course/subject and assess the compliance of the students' work with the level of requirements and assessment criteria set in the study course/subject. According to the "Student Assessment Procedure", in the College **the student assessment is carried out by:**

1. Teaching staff: Lecturers in higher education study programs and teachers in professional further education and development programs
2. Qualification Internship Supervisors from College and HBOS
3. Student Qualification Internship Placement Supervisor from companies (employers)
4. Invited industry experts and/or expert commissions.

Below is a detailed description of the duties of the **College staff involved** in each study program in accordance with *Pearson Education* 's quality requirements (see Table 5.1.) .

Table 5.1.

No.	Staff involved in implementation of the study program	Responsibilities of the College staff involved in the implementation of the study program according to the <i>Pearson Education</i> quality standard
1.	The Director of the Study program	<ul style="list-style-type: none"> - Liaise with <i>Pearson Education</i> representative and stay informed about innovation and quality assurance requirements - Provide accurate student registration - Cooperate with lecturers involved in the implementation of the study program in order to agree on and approve the assessment and internal inspection schedules of students - Liaise with relevant <i>Pearson Education</i> experts responsible for quality assurance matters - Ensure that there are all necessary resources for the implementation of the study program, courses and modules - Ensure that the College staff involved in the study program have the necessary knowledge and qualifications to implement the <i>Pearson Education</i> quality requirements - Familiarize themselves with the quality verification report and ensure that appropriate measures are taken - Ensure that staff members are aware of the quality requirements of <i>Pearson Education</i> and how to comply with them
2.	Lead Internal Verifier (internal auditor)	<ul style="list-style-type: none"> - Takes responsibility for examining the results of the student assessment (in course/module) - Is a specialist in the relevant field of study - Is directly involved in the assessment and implementation of professional qualifications, is familiar with the study program - Coordinates the internal assessment of lecturers and the work of other internal auditors in a relevant study program - Monitors and ensures a consistent implementation of internal verification measures - Provides student assessment and internal verification (audit) plans; Ensures that they fit the purpose and <i>Pearson Education</i> requirements - Monitors the implementation of plans - If possible, performs an internal verification /assessment of several individual courses in at least one study program

		<ul style="list-style-type: none"> - Ensures that the assessment plans, the records carried out during the assessment (documentation) and the student work samples are stored for <i>Pearson Education</i> External Verifier - Provides support for the development of lecturers and Internal Verifiers - Contacts the <i>Pearson Education</i> Examiner to ensure that selection sampling (information) is appropriate (correct)
3.	Internal Verifier	<p>Ensures that:</p> <ul style="list-style-type: none"> - Student assessments are consistent throughout the study program - Student assessment methods are fit for purpose - The assessment results correspond exactly to the level of knowledge, skills and competences presented in the student's work (in line with the requirement level set out in course/subject) and the assessment guidelines and criteria - The standardization is carried out in lecturer's work - Each study program has student assessment and internal verification (audit) plans - Student assessment is appropriate - The College has an effective tracking and recording system for student achievement - Accurate internal assessment protocols are available - Evidence of the student assessment is sufficient, authentic, valid and consistent - Their own assessment results (decisions) are taken into account during the study process - The involvement in all stages of the appeal.
4.	Assessors/Lecturers	<ul style="list-style-type: none"> - Understand the objectives of the study program (Knowledge, skills, competencies, teaching methods and assessment methods and criteria) and <i>Pearson Education</i> quality requirements - Agree on student assessment and internal verification plan for each course of study/subject - Promote effective learning so that students can acquire the knowledge and skills needed to obtain a professional qualification - Plan to undertake student assessment activities that encourage students to prepare work that meets learning outcomes and assessment criteria - Provide a formative evaluation (feedback) on student work, identifying areas/issues where improvements are needed, and recognizing achievements

		<ul style="list-style-type: none"> - Reduce the opportunities for plagiarism and ensure the authenticity of the students' work - Give a summative assessment of the student submitted work, verifying their authenticity and compliance with the necessary level of requirements, the assessment criteria and the content of the study/ subject - accurately reflect and present the summative assessment in the course documentation - consider the recommendations given by the internal verifiers
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Internal quality control documents, their preservation and storage in the College

In order to make the process as effective as possible, the internal verification team must be well organized and the information collected during the tests should be formatted and stored in accordance with *Pearson Education* requirements. According to the Quality Management Policy of *Pearson Education* the retention of information is 3 years. The Director of the Study Program is responsible for storing the internal quality control documentation (**compliant with the *BTEC Principle No 12***).

The main official documents are (the sample documents are attached to the Appendix):

- Assignment Documentation (assignment brief)
- Student attestations of authenticity of work (assignment front sheet)
- Grade and feedback (assessment summary and lecturer's comments to the students) given by the lecturer (assessor)
- Assessment of test papers developed by lecturers (check sheet of the assignment brief)
- Internal verification of assessment decisions

The College is obliged to maintain:

- Evidence for the student work at least 15 weeks after the diploma has been issued
- Documentation of the student assessments as well as the internal quality control (test) documentation for at least 3 years after the diploma has been issued.

Participation of students and teaching forces in the internal quality assessment

One of essential requirements of *Pearson Education* standard is the student satisfaction assessment that is directly derived from the Cabinet of Ministers Regulation No 407 of 14 July, 2015 "Regulations on Accreditation of Higher Education Institutions and Colleges" on the use of the results of surveys done by students, graduates and employers in the annual and continuous quality monitoring of study programs.

To promote quality and experience of teaching and learning, the feedback from students is essential. It is usually provided through questionnaires in higher education institutions, including the College. According to good practice, student surveys are a customary and important element of the quality management system and the process of quality assurance in education. The purpose of surveys is to analyse the student

experience. It is also a good platform for collaboration and student involvement in the implementation and development of study programs according to the needs of students.

Student views can be obtained both formally and informally, and the information obtained through both types of communication is equally valuable. According to *Pearson Education* requirements, at the end of each academic year, a student gives his/her opinion on the study process by completing an **annual student questionnaire**.

To monitor the quality of the study program acquisition, the Academic Department in cooperation with the Student Services conducts the following surveys on the study process and teaching and learning experience:⁴¹

1. A General Student Satisfaction Survey (at the end of each semester, written, anonymous survey)
2. Lecturer Assessment Survey (the assessment is given by the student at least once a year, written, anonymous survey)
3. Student's Internship Placement Evaluation (prepared by a student when writing the Internship Report).

Whereas the academic staff of the College in their surveys analyze the study process and organization, as well as the student's achievements and skills. The lecturers represent their observations and conclusions in the following questionnaires:

1. Self-assessment of Lecturers (at least once a year, written)
2. Study Result Assessment (at the end of each semester, at Academic Achievement Assessment Commission meeting)
3. Intern's Profile (prepared by an Internship Placement Supervisor).

Important information on the quality of the study program and compliance with labour market needs can be provided by College graduates. Therefore, in the autumn (after graduation of the study program), the College gets in touch with the graduates and asks them to complete a **Graduate Questionnaire**. This allows to assess the usefulness of the learning experience in the labour market and to obtain information about the professional work or the study process.

After obtaining the information, the Academic Department in cooperation with the Student Services conducts the collection and analysis of survey results. Survey results are presented at the College Council meeting and included in the College yearbook. The Director draws up an **action plan to address the shortcomings** identified in the questionnaires during the next academic year. The action plan is included in the work plan for the current school year.⁴²

Questionnaires are designed in such a way that the information resulting from the questionnaire is useful and measurable and that the results of its processing can help to improve the quality of the studies and process/system of its provision. The College assesses the results of the questionnaires on annual basis and decides on the necessary improvements to the quality of the study process. The College questionnaires are anonymous. It should be noted that, according to the requirements of the *Pearson Education*'s Quality Management, the College student questionnaire results are sent to *Pearson Education* experts.

⁴¹ "Procedure for Planning and Monitoring the Study Process at "Hotel School" Hotel Management College", 21 December 2016, No. 4-21/12, Clause 2.3.

⁴² "Procedure for Planning and Monitoring the Study Process at "Hotel School" Hotel Management College", 21 December 2016, No. 4-21/12, Clause 2.4.

6. External Quality Audit

Quality assurance is a prerequisite for transparency and clarity of processes (see Table 6.1. for various definitions related to quality management). It forms the academic quality (teaching, study programs, etc.) and also allows the quality of education to be judged objectively. At the same time, the quality assurance itself must be transparent, it being understood that the results obtained during the quality assessment are available to all parties involved and can be discussable. This approach contributes to the improvement of the education quality, enabling continuous adaptation and change of the measures in the study program, with the aim of improving the quality of studies.

Table 6.1.

Quality control refers to the inspection procedures (both formal and informal) used by institutions to monitor quality and standards, in accordance with established procedures and to a satisfactory standard.

Quality assessment is the process of external evaluation carried out in an institution of higher education by an external quality institution of education, paying special attention to the quality of students' learning experience.

Quality audit is the process of examining an institution's procedures for ensuring quality and standards and whether measures have been implemented effectively and are achieving their objectives.

In line with international practice, direct external audits and cooperation with employers can make a major contribution to the definition, implementation and maintenance of national academic and professional standards in a higher education institution.

The College passes an **external quality audit** annually, one of the reasons is to certify its *BTEC Approved Center* status (**compliant with BTEC Principle no 13**).⁴³ The audit is carried out by independent experts from Great Britain, who are representing *Pearson Education*, the UK and the world's largest examining body, offering academic (*Edexcel*) and Professional (*BTEC, LCCI*) education programs and the testing of knowledge and skills acquired through them. As the College not only implements study programs in accordance with the BTEC professional higher education standard, but has also acquired the status of a center, *Pearson Education's* independent expert / External Examiner examines not only the delivery and evaluation of education quality, but also College resources. Since 2013, *Pearson Education* experts have audited the College 5 (five) times.⁴⁴

The education quality assurance by *Pearson Education* in other countries is carried out according to the same principles and methods as in the UK's higher education institutions. **Thus, the College in Latvia provides such a first level professional higher education that meets the same high-quality standards that are recognized in Europe and internationally.** *Pearson Education* uses following methods for quality education assurance in its audits:

⁴³ *BTEC Approved Center* Status was acquired in 2012.

⁴⁴ 24 May 2016 - expert Mr *Peter Trigg*, 16 June 2015 – expert Mr *Allan N. Gaunt*, 15 April 2014 – expert Mr *James Heagney*, 10 December 2013 – expert Mr *James Heagney*.

- *Peer Review* - comparison with other similar European and world higher education institutions and study programs
- *Evidence-based process*
- *Briefing Document* - *Pearson Education* provides an informative document outlining the requirements

The audit usually lasts 1-2 days. During this visit the External Examiner meets with the College administration, with academic staff and students to discuss the organization of the education process and their actual conduct.

During the external audit, the College demonstrates that:

- The College has the necessary logistical and human resources to implement an effective quality assurance and assessment
- The College understands the importance of an independent (external) assessment and agrees to follow the recommendations obtained during the external audit
- The College shall have a robust internal quality assurance framework and a proper evaluation dossier for this purpose
- In College there has been established a system which internally verifies the decisions taken at the time of assessment to ensure that taken decisions are standardized

During the external audit, the College shall have the opportunity to present evidence of the appropriateness of the quality system it is complying with and its objectives and tasks. In practical terms, this means providing information to an independent expert on the following issues related to the implementation of studies: student registration, appeals, student assessment, and standardization of processes. *Pearson Education* audits shall also pay particular attention to the effectiveness of the quality assurance system.

For the College, the independent examiner should be informed about the organizational processes, practices and rules/requirements of the College.

The independent expert also performs the documentation checks. The full cycle of the College documents is checked, starting with the internal laws and regulations governing the activities of the College. They are randomly selected from the study *Portfolio* by the independent expert.

During the audit, the External Auditor (Independent expert) gets acquainted with:

- College list of students, that is compared to students that are registered in the *on-line* system
- the results of College student assessments and the appropriate feedback provided to them
- a signed and dated declaration of authenticity from a College student
- the assessor's confirmation that the work is authentic, the work developed by the respective College student is his/her own
- CV of College staff and a list of study courses /subjects taught and evaluated by each lecturer/employee.

The College prepares *Annual Program Monitoring Review*, analysing and reflecting information about the previous academic year. *Pearson Education* not only identifies problems, but also shares and introduces good practice and provides other support to the College to ensure quality of education.

At the end of the visit, the *Pearson Education* Auditor provides a formal (oral) feedback, summarizing the performed audits and providing the necessary measures to

improve and enhance the quality of education. It is therefore important to anticipate the time, conclusions and recommendations in a timely manner. Feedback may also include a dialogue with College management in order to reach a mutual agreement on the further necessary action points. Therefore, it is advisable that the meeting with the *Pearson Education* external auditor is attended by at least one College management representative. The independent expert may provide support and guidance to College staff during the visit.

Within 10 days after this meeting, an Evaluation Report is prepared and sent to the College, containing detailed information on the issues addressed and discussed during the meeting. (see Table 6.2).

Pearson Education Independent expert in the report:

- reflects the status and quality of the study program
- assesses the materials (documentation) and processes that were checked during the visit
- indicates further actions / measures to improve the quality of the study program
- draws conclusions about the quality of students' performance (achievements)

The report shall also reflect the extent to which the College activities meet the BTEC quality management standards. Based on this report, it is determined whether the College can maintain BTEC Approved Center status. To date, all five expert reports on quality management at the College have been positively assessed. The reports were stored and their contents are available at the College Academic Department.

In the event that the College does not agree with the *Pearson Education* Auditor's assessment (judgment), the College submits a formal request to initiate an appeal process.

In exceptional circumstances, the decision of the independent examiner may be challenged, investigated and the decision may be revoked.

Verification of quality standards and structure of the report

Table 6.2.

Report Section	What is being assessed? (What evidence of educational quality is necessary)
College Management System	<p>Effective management processes, for the implementation of which appropriate policies have been developed and the necessary resources are available</p> <p>Review of study programs and monitoring of study program implementation efficiency</p> <p>How, based on the results of the study program review, changes are made in the study programs</p> <p>Have study programs and student manuals been developed</p> <p>Ongoing (internal quality control) meetings and their progress (action)</p>

College Policies and Procedures	The necessary policies and procedures have been developed and there is evidence to their implementation
Student Registration and Student Support	Processes are in place to ensure that the registration and certification of students is accurate and that these processes are effectively monitored.
Implementation of the study program	<p>Evidence that staff possess the necessary qualifications, they have been suitably trained and provided with the necessary College support for the qualitative implementation of the study program.</p> <p>Documentation on training organized by the Colleges aimed at informing College staff, particularly lecturers, about <i>Pearson Education</i> quality requirements</p> <p>Frequency/regularity of meetings of the College Staff responsible for implementing the study program</p> <p>Is there a general strategy to ensure that available learning resources are in line with the applied learning strategies and the student profile?</p> <p>Are there courses that promote high-quality studies (learning)?</p> <p>Evidence of student perceptions of College education</p>
Student Assessment	Is the assessment carried out according to specified requirements
Internal Quality Control (assessment)	Organization and quality of internal quality control
Assessment Sampling	Accuracy of the performed assessments and conclusions

The College, on the other hand, provides information on the quality of the external verifiers work, i.e. produces a report, evaluation, the communication culture, the responsiveness and the professionalism to *Pearson Education*. Feedback from the College is considered as a part of the *Pearson Education* quality monitoring process.

7. Public information and Communication

In accordance with good practice, the College adheres to the following principles regarding the provision of public information about the higher education and study programs offered by the College:

Principle 1: The College information about the institution and the study opportunities offered by the College is up-to-date and transparent, it is disseminated in a timely manner and focused on the needs of the relevant audience.

Principle 2: The College is responsible for the information it provides about the opportunities for higher education offered by the College. At the same time, the College is free to choose the mechanisms and media that deliver this information to its target audience.

Principle 3: Information should be available and obtainable through those channels of communication which are directly intended for the relevant audience and where users of the information can reasonably expect it. For example, on the College website www.hotelschool.lv. Good practice implies the use of different formats and ways of providing information, ensuring that the information is available to different audiences as much as possible.

Principle 4: The information provided by the College should provide a fair and accurate reflection of the higher education opportunities it offers.