APPROVED
at the meeting of the Council
of the "HOTEL SCHOOL" Hotel Management College
of April 11, 2024, Minutes No. 4-8/2

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THE QUALITY POLICY AT „HOTEL SCHOOL" HOTEL MANAGEMENT COLLEGE

1. The primary purpose of the quality policy at „HOTEL SCHOOL" Hotel Management College Ltd. (from now on – the College) is to promote its progress towards continuous quality improvement in all areas of its activity – in hospitality education, applied research, innovation projects and cooperation with external stakeholders, both local and internationally. Quality in the College is also understood as fitness for purpose and providing value for money.

2. The Quality Policy of the College is implemented by its defined mission, vision, values, and strategy in compliance with the College's Regulations and other internal regulations, the Law on Higher Education Institutions, the Vocational Education Law, and other external regulations.

3. The College implements the current ISO 21001:2018 framework of the international management standard for educational institutions (from now on referred to as the integrated management system), which consists of:

   3.1. understanding the organization and its context, identifying the needs and expectations of the stakeholders, as well as defining the scope appropriate to the situation;

   3.2. leadership and defining responsibilities;

   3.3. planning for achieving objectives, addressing risks and opportunities, as well as managing change;

   3.4. determining the necessary resources and competencies and providing support;

   3.5. operational planning and control, development, implementation, and improvement of services;

   3.6. performance evaluation, review of the management system and strategy;

   3.7. taking corrective and preventive actions and identifying opportunities for continuous improvement.

4. By the integrated management system, the following management principles are applied in the College:

   4.1. focus on students and other beneficiaries;

   4.2. inclusion of the stakeholders in solving issues relevant to them;

   4.3. relationship management for long-term cooperation with the stakeholders;

4.4. evidence-based and responsible decision-making towards stakeholders;

4.5. leadership oriented towards sustainable value creation and continuous improvement;

4.6. availability of management to solve issues and a firm stance against discrimination and violations;

4.7. planning processes and their interrelation;

4.8. ethical conduct in education (academic integrity), data security, and protection.

5. The College uses eight steps based on Kotter's model to manage change:

5.1. the issue to be resolved is brought up to date, making the stakeholders aware of its importance and urgency;

5.2. a change management group for the issue to be resolved is formed with representatives of the main stakeholders who work as a team;

5.3. the vision (expected outcome and its impact) is defined and communicated clearly and comprehensibly to the stakeholders;

5.4. stakeholders are included in the work of the change management group, and/or separate working groups are formed in case of more comprehensive changes;

5.5. management support is provided for implementing changes; obstacles are identified and removed;

5.6. achievement of milestones is marked (celebrated);

5.7. stakeholders are reminded of the importance of implementing change in the defined time frame;

5.8. introduced changes are reinforced in the organizational culture by reminding existing employees about them and informing new ones.

6. By the Standards and Guidelines for Quality Assurance in the European Higher Education Area and good practice:

6.1. the College has a procedure for the design and approval of its programs;

6.2. the programs are delivered in a way that encourages students to take an active role in creating the learning process, and the assessment of students reflects this approach;

6.3. regulations covering all phases of the student *life cycle* are consistently applied;

6.4. the competence of teaching staff and key partners is ensured;

6.5. stakeholders are provided with the necessary resources;

6.6. information is collected, analysed, and used for effective program management and other activities;

6.7. clear, accurate, objective, and up-to-date information about the College's activities and offered programs is provided to its stakeholders regularly and in an easily accessible manner;

6.8. The College constantly reviews and evaluates its programs, including through external quality assessment.

7. The BTEC educational programs implemented by the College follow the BTEC Center for Quality Assurance guidelines.

8. When implementing Erasmus+ program projects in the higher, professional, and adult education sectors, the College complies with the following external regulations:

    8.1. [Erasmus+ Program Guidelines 2021-2027](#);

    8.2. [Erasmus+ Charter for Higher Education 2021-2027](#) and [policy statement](#);

    8.3. [Erasmus+ Quality Standards for mobility projects in the fields of adult education, vocational education and training, and school education 2021-2027](#).

9. The College follows the [Guidelines for ensuring general and professional education quality](#) when implementing professional education programs.

10. The quality assurance mechanisms used in the College are shown in Appendix 1.

11. For continuous improvement, the College determines the results to be achieved, evaluates various approaches to achieving the goals now and in the future, implements the planned activities accordingly, and evaluates and reviews them to learn and improve. The College monitors its results and adapts its activities accordingly to create greater stakeholder value.

12. Processes, regulations, and other internal documents are reviewed at least once every three years.

13. The quality policy is binding on all College staff and partners involved in processes for which the College is responsible. Every representative of the College's staff, including students and partners, takes responsibility for quality and is involved in quality assurance, thus creating a quality culture in the College.

14. The founder of the College defines the vision of the College, develops a strategy, including the stakeholders, and creates prerequisites for quality assurance and improvement.

15. The College Council is a collegial decision-making body, with the help of which representatives of the main stakeholders are included in the management of the College.

16. The Head of Quality is responsible for the quality management system in the College, develops the Quality Policy, and once a year (at the end of the academic year) provides an opinion on the improvement of the quality management system to the stakeholders involved in the operation of the College.

17. The College Director is responsible for introducing, implementing, and monitoring the Quality Policy in the College.

18. The College Council approves the quality policy. It is reviewed at least once every three years, considering the quality management system's effectiveness and the stakeholders' opinions. The document is publicly available to anyone interested.

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Head of "HOTEL SCHOOL" Hotel Management College   *J. Pasnaka*

Annex 1
to the Quality Policy of 12 April 2024, No 4-2/1
at the "HOTEL SCHOOL" Hotel Management College

The quality assurance mechanisms used by the College

1. The stakeholders' surveys, analysis of the results, and implementing improvements.
2. Analysis of employer (internship) reviews and implementing improvements.
3. Annual assessment of teaching and administrative staff and development planning.
4. Class observation and sharing good practices.
5. Defining and improving the minimum requirements for developing study courses.
6. Checking and improving the quality of study course Moodle sites.
7. Support for students and teaching staff to improve the quality of the study process.
8. Methodical seminars for teaching staff.
9. Training for administrative personnel.
10. Assessment of student performance (success during studies, study debts, evaluations of final works) and implementation of improvements
11. Monitoring cases and reasons for dropping out of studies and taking preventive actions to reduce dropping out of studies.
12. Annual self-assessment of the institution (annual report).
13. Self-assessment and improvement planning and implementation using ESG, *AIKA*, *IKVD*, and ISO 21001:2018 principles.
14. Internal audits in BTEC programs according to Pearson Education methodology.
15. Annual self-evaluation and development planning of study direction and programs.
16. Self-assessment of the study direction for accreditation and recommendations implementation plan.
17. Development and implementation of operational and development plans for the institution's functional areas.
18. Determining and implementing the institution's medium-term strategy and annual priorities.
19. Development and improvement of procedures.
20. Management of complaints and objections, consideration of proposals.
21. Risk planning and actions to mitigate them.
22. Acquiring good practices by participating in external quality assessments of other institutions.
23. Review of quality mechanisms.