# **Strategy of Quality**

# **Objectives**

# The institution recognizes the following objectives with respect to the institution’s expectations for student learning:

Business Knowledge Objectives

* Understand the processes of a company.
* Analyze, understand and interpret the business transactions.
* Identify potential customers and provide assistance to profitably fulfill their needs.
* Understand the structure of a company and the roles and activities of managers.

Communication and Problem Solving

* Demonstrate leadership, negotiation and consensus skills.
* Show ability to apply information and skills gained to solve business problems.
* Propose new, potential alternatives or solutions to current issues.
* Consider alternatives and make final recommendations.
* Clear written and oral communication.

Personal Skills

* Communicate in a second language (English) at the advanced level.
* Find, evaluate and apply information.
* Apply business knowledge to improve personal productivity and decision making.
* Think critically and creatively.
* Understand quantitative and qualitative information to present a supported argument.
* Interpret numerical and scientific data.
* Work productively as individuals and function effectively in a group.
* Apply acquired knowledge to make positive contribution to society.
* Demonstrate an understanding of social, economic and political diversity and inequality.

In order to accomplish the above, we provide high-quality education in a student-centered environment. We apply a practice-based, innovative teaching method elaborated by the President of the institution Mr. Ferenc Galgóczi. The internationally recognized ‘Galfschool’ methodology is a modern form of education which not only relies on lexical knowledge but provides perspective and teaches students to think in a creative way.

Our courses have been designed to provide practical approach, train ambitious professionals and prepare them for the challenges of working in a business environment. These are the cornerstones of all educational institutions and these are the values that the future of our students and our institution are built upon.

Our programs are designed to arouse students’ intellectual curiosity that will help them succeed in the chosen career.

# **Quality assurance and development**

## **The documentation of the quality management system (including processes, auxiliary means)**

The institution has developed its own quality assurance system based on the guiding principles of ISO 9001. The system also complies with the Standards and Guidelines for Quality Assurance in the European Higher Education Area as approved in Helsinki in 2005.

Education is interpreted as a collaborative partnership between the institution and our students, therefore transparency is seen as one of our most important core values. All academic procedures related to students or academic staff are to be documented and made available to all parties concerned to ensure provision of a standard quality service. Key documents, rules, instructions and relevant internal reports are published on the intranet of the institution. Staff meetings are held regularly in all departments to present and discuss current news and changes.

Our institution’s mission is to contribute to society through the provision of education at the highest possible standard. To guarantee this, the institution has determined its quality management system observing the mission of the institution, the nature, the complexity and the responsibility of our institution.

The operation of the institution is continuously monitored, evaluated and improved by the management of the Institution. We provide education on the basis of regular planning, acting and evaluating as modelled below:

* Act: Actions to continually improve performance and process.
* Plan: Identification of the aspects and impacts by implementing goals and objectives.
* Do: Implementation of the objectives including training and operational control measures.
* Check: Monitoring processes and reporting results.

This closed loop management system applied by our institution enables us to operate in a well-controlled way where new ideas, possible required actions are planned based on practical feedback rather than invented as a result of accidental decisions. This system facilitates the capacity to minimalize shortfalls.

## **Institutional mission statement**

The mission of the institution is to ensure the quality, effectiveness and continuous development of its education, to provide excellent teaching and service. The Institution educates students and develops knowledge in areas of importance to Switzerland and to the world.

The Institution aims to provide a wide range of learning opportunities at a high standard, including courses of languages as well as convertible professional skills. The final objective is to improve the study experience and to increase the competitiveness of the institution.

To achieve all these, the excellence of the institution’s staff is crucial.

The Institution aims to assist the students regarding employment, to ensure quality of the educational service, the connected services and other supporting operational processes. The Institution keeps the target audience in mind and designs the courses to fit the learners rather than the other way around.

Providing equal educational opportunity is an institutional priority. For the students from the core qualification sector, the institution offers course book and note supply, library and other kind of services which help the students integrate, practice healthy life style and take care of their medical wellbeing.

## **Andragogic guiding principles**

As the majority of our students are adult, we have effectively incorporated the andragogic principles in our courses. The institution offers higher vocational education, bachelor program, master program and general and specialized vocational education in full-time or part-time schedule, evening-classes, long-distance education or self-study trainings and the institution issues the respective degrees and certificates. Our online learning programs offer a number of advantages and freedom for the adult students.

We offer training programs applying the following andragogic concepts:

* Adult students wish to be involved in the training process and take responsibility. They would like to understand the goals they achieve therefore we aim to provide an inviting, collaborative environment where these students can play an active role as equal partners.
* We maximize our students’ participation and provide them with the biggest freedom possible. We provide transparent information and we offer them choices and a reliable feedback system to be able to stay involved in the process.
* Adult students must want to learn. These students learn effectively only when they are free to direct their own learning and have a strong motivation to develop a new skill or acquire a particular type of knowledge. We try to avoid telling them what to do.
* Adult students see experience as a primary basis for the learning activities. We aim to realize an experience-based education.
* Adult students are more interested in learning subjects that have immediate relevance and impact to their job and personal life. They will learn only what they feel they need to learn. We offer courses with knowledge and skills applicable in real life.
* Adult students are problem-centered rather than content-oriented. Therefore during our classes, we aim to focus on problem solving, we start with a problem and seek solutions.

# **Learning contents**

## **Quality requirements regarding the arrangement of learning contents**

The Institution considers as the starting point of curriculum development the determined learning objectives. Learning contents are thus defined on the basis of the learning outcomes (and not vice versa) following set criteria:

* Identification of the knowledge (ideas, concepts) which should be included in the material to enable students to achieve the set outcomes.
* Determination of the skills students should acquire by the end of the course.
* Setting of the appropriate balance of content (knowledge/skills).
* Determination of the target audience (first year or graduate students).
* Evaluation of the significance of the content (how essential or basic is it to the discipline).
* Evaluation of the validity and accuracy of the content.
* Evaluation of the utility of the content (how it will benefit students in professional practice and real life).
* Clarification of the learnability of the content in terms of time availability, selection making choices and exclusions.

The set learning contents are then arranged on the basis of three main principles:

* Determination of a logical structure in organizing the material starting from less to more complex levels of knowledge.
* Integration of the material to enable students to connect the new information to the content of other courses and to real life situations.
* Keeping an international orientation to prepare students for performing in an international and multicultural environment as well as strengthening their skills and their attitude to demonstrate a positive understanding of diversity in the world.

In order to strengthen and improve studies and teaching, the institution uses regular evaluations and monitoring as well as constantly develops the learning contents to respond to the always changing demands.

## **Quality requirements regarding the profile of teaching staff**

The institution prioritizes professional experience and teaching skills over qualifications. Sound relevant experience is required in the field of the courses taught by the teachers, certainly the respective academic recognition is a strong asset. Minimum BSc level of diploma is required for any teaching position.

The institution aims to provide education at a high standard and therefore puts strong emphasis on the careful selection and the continuous training of teachers.

The process for hiring and promoting academic employees aims to ensure transparency and meeting the demand of providing high quality education. Criteria for the appointment of all academic staff include strong customer service skills, high level of ownership in terms of individual teaching responsibilities and strong cooperation skills. Teachers are expected to be experienced experts of their field, whether through significant academic background or professional assignments. All appointment, promotion and titles are granted by the Principal of the institution.

Our institution pays close attention to continuous training of our teachers to support them and to keep them up-to-date, well informed and motivated. Performance appraisal meetings are also held on an individual basis twice a year following the assessment periods. Heads of Departments are responsible for initiating and conducting these meetings. The aim of annual and midterm reviews is, on the one hand, to give encouragement and guidance for better results, and, on the other hand, to set goals and discuss the next year's teaching schedule. The meeting essentially involves a dialogue on assignments, goal-setting and professional development.

## **Andragogic guiding principles**

The institution offers higher vocational education, bachelor program, master program and general and specialized vocational education in full-time or part-time schedule, evening-classes, long-distance education or self-study trainings and THE INSTITUTION issues the respective degrees and certificates. Our Institution offers a variety of options, all tailored to the needs of adult learners observing the following andragogic principles:

* Self-concept (Adult students are self-directed personalities.)
* Adult Learner Experience (Adult students have a growing reservoir of experience that becomes an increasing resource for learning.)
* Readiness to Learn (Adult students are ready to learn subjects which have a role in their professional life.)
* Orientation to Learning (Adult students require immediacy of application.)
* Motivation to Learn (Adult students have an internal motivation to learn.)

## **Methodical didactical concept**

Based on the andragogic principles described above and keeping our target audience in mind, we offer training programs applying the following concepts:

* Adult students wish to be involved in the training process and take responsibility. They would like to understand the goals they achieve therefore we aim to provide an inviting, collaborative environment where these students can play an active role as equal partners.
* We maximize our students’ participation and provide them with the biggest freedom possible. We provide transparent information and we offer them choices and a reliable feedback system to be able to stay involved in the process.
* Adult students intend to learn. These students learn effectively only when they are free to direct their own learning and have a strong motivation to develop a new skill or acquire a particular type of knowledge. We try to avoid telling them what to do.
* Adult students see experience as a primary basis for the learning activities. We aim to realize an experience-based education. We offer courses which support students in undertaking practice-based research into their workplace activities and their findings tend to be highly applicable within their organization.
* Adult students are more interested in learning subjects that have immediate relevance and impact to their job and personal life. They will learn only what they feel they need to learn. We offer courses with knowledge and skills applicable in real life.
* Adult students are problem-centered rather than content-oriented. Therefore during our classes, we aim to focus on problem solving, we start with a problem and seek solutions.

# **Evaluation of the courses**

## **Proceeding, auxiliary means and instruments for the evaluation**

The institution’s goal is to constantly improve the quality of the courses through effective course evaluation and to gain the most effective student feedback possible on courses and lecturers.

Teaching evaluation is intended to obtain students' opinion toward the course and the teacher. The Head of Department is responsible for developing the teaching evaluation questionnaire in which students are requested to grade their study experience against set criteria. (This process is anonymous.)

They are also given an opportunity to answer a few open-ended questions on positive and negative aspects of the course and the teaching, identifying areas for improvement and recommending solutions. The questionnaire has three parts concerning the teaching, the course itself and the administration.

The teaching evaluation is administered electronically twice a semester (midterm and final), following the assessment period. In shorter courses, only a final teaching evaluation is administered.

## **The planned steps for improvement**

Oriented to the needs, the institution’s assessment system is now based on a centralized survey administration with a standard set of questionnaires and a consistent approach towards student feedback.

The results of the evaluation are published to teachers and academic staff immediately following the administration. Since it is of high importance to our institution to be more accountable to our students on teaching quality, we also provide them clear feedback in form of a summary evaluation.

Teaching evaluation results are reviewed by the Head of Department, they are responsible for taking immediate actions on the relevant areas for improvement.

Our primary goal is to keep the students at the heart of the system and to convey them detailed and transparent information. In order to improve the provision of feedback to students and to raise their involvement is the evaluation process, we are planning to make moves from end-of-module evaluation to mid-module evaluation. This would enable students to be more engaged in the feedback process and to see the improvement and the actions taken as a result of their feedback already when still attending the course.

## **Evaluation results of applied learning opportunities**

Both the academic programs and the admission criteria pertaining to the courses are audited at the end of each academic year, allowing sufficient time for the review of the procedures for the subsequent academic year. The internal audit is undertaken by the Assessment Committee and the Heads of Departments and entails a thorough review of the content and validity of the programs against the forecasted student intake and against the foreseeable labour market requirements.

# **Lesson planning**

## **Quality requirements to lesson plans**

Our Institution aims to provide the most effective and student-based education possible. For this, a carefully planned, deliberate and controlled way of teaching is essential. Our lecturers are thus encouraged to prepare and apply lessons plans on a regular basis in accordance with set requirements. Teachers are expected to use the template stored on our intranet system. This also enables possible substitutes to understand the concept in case of emergency.

In order to effectively meet the needs of a course, our lecturers are required to integrate the following components in their lesson plans:

* the goal of the lesson (keeping in mind the objectives of the course and the main focus of the given unit),
* as a result of participating in the lesson students will understand (ideas),
* as a result of participating in the lesson students will know (terminology, facts),
* as a result of participating in the lesson students will be able to (skills),
* the teaching content to be delivered and explored throughout the lesson, questions to be explored (introduction and presentation of the topic),
* the learning activities,
* the auxiliary materials, resources needed,
* an assessment
* and finally a summative evaluation, feedback on the lesson plan.

The lesson plans have to be elaborated in accordance with the following criteria:

* a clear identification of the students (their knowledge, their background information on the material),
* usage of multiple student interaction patters (on their own, in pairs, in big groups),
* clear planning of timeline (from warming up through guided practice to questions),
* interactivity and a student-based teaching
* involvement of students by providing clear information on the lesson goal,
* assessment of students’ progress throughout the whole lesson and proceeding accordingly,
* closing the lessons with a short conclusion leaving students time to think over what they have learned and also to ask questions or to give feedback on the lesson.

## **Teaching and learning methods in the lesson planning**

We focus on the special needs of our adult students and plan our lessons to fit the learners rather than the other way around.

* Our curriculum is more application based and it focuses on real life.
* We work with well planned lessons which help adult students to keep control over what learning will occur, how learning will be conducted, and why learning is important. We offer them explanation as to why they need to learn something before learning it.
* Our lessons offer a large quantity of experience.
* We educate through problem solving and discussion.
* We provide transparency.
* Because of their prior experiences, adults tend to develop mental habits and biases and thus may have difficulties with adopting new ideas and alternate ways of thinking. We put a great emphasis on communication and brain storming during our lessons.
* Students have the possibility to stay involved in the process during the lesson and pose questions to teachers.
* Students assess our programs through electronic evaluation and their opinion is taken into consideration in future lesson planning which enables them to be engaged in the decision making.
* With this, we aim to strengthen students’ internal motivation and self-confidence.

# **Activities of continuing education and task of development**

## **Procedure to identify individual requirements for continuing education and development**

Our Institution poses strong emphasis on the identification of the requirements of the target audience as our continuing education courses are based thereon. Panel discussions are held and surveys are conducted on a regular basis for students to discover their needs. We also aim to identify talented students by providing them with supplementary assignments and supporting them in finding work placement or internships.

## **Procedure to identify the institutional requirements for continuing education and development**

The institution offers a great variety of courses designed for adult students and makes efforts to provide the necessary circumstances for continuing education. The Institution has sufficient human and physical resources to administer and monitor the continuing education courses. The institute offers practical, applicable training programs planned and designed specifically for adult participants. It also identifies the always changing requirements through continuous monitoring and assessment.

The Institution aims to foster a lifelong, stimulating learning environment.

## **Internal concept of continuing and further education**

The institution converges, with strong commitment to andragogic principles, the qualification, the postgraduate course, the scientific research, the connected services and the consultation in given specialties.

The DBA Diploma issued by the institution is designed specifically to support adult participants in undertaking practice-based research into their workplace activities. The knowledge gained from this research is practical in that the participant is placed at the center of their research investigation, and their findings tend to be highly applicable within their organization.

It provides participants with the opportunity to enhance their professional capabilities at an advanced level through the study of elective modules. These capabilities will feed into, and be evaluated through, the participant's research project.

It focuses on developing participants' individual capabilities as reflective practitioners, and through this enhancing their capability for undertaking high-level, practice-based research within their own workplace.

## **Plan of recurrent tasks**

The institution uses the Microsoft Office, Moodle and Google applications to plan the recurrent tasks. It is the management’s responsibility to define, to monitor and to allocate tasks and events that repeat at set intervals. They follow the periodicity of these tasks by generating occurrences in these systems and by assigning further project members for the task. This enables the managers and the employees to keep recurrent task management transparent and up-to-date and to work together in an effective and time-efficient manner.

# **Concept of feedback**

The institution’s primary goal is to provide excellent training and to constantly improve the quality of the education. For this, effective feedback system is essential. Students as stakeholders have the opportunity to provide feedback to teachers immediately. They attend interactive lessons in a collaborative environment where their active participation is required - this enables them to react and give feedback immediately. They also have a few minutes at the end of each lesson for discussion with the teacher.

Students are also given the opportunity to evaluate the lessons at the end of the course through an electronic evaluation sheet. This is a forum where they can express their opinion, suggestions or concerns regarding the course and the teachers.

## **Applied instruments (checklists, information sheets)**

Beyond the informal conversation during the lessons, students are expected to answer an electronic questionnaire twice a semester (midterm and final), following the assessment period. In shorter courses, only a final teaching evaluation is administered. The results of the evaluation are published to teachers, to the academic staff and to the students immediately following the administration and, if necessary, immediate actions are taken for improvement.

## **Planning of classroom visits**

In order to maintain the high quality of our education, a well centralized monitoring system has been elaborated. Class room visits are organized on a monthly basis. The Head of the Department is responsible for personally discovering the possible weaknesses and providing feedback to teachers in regular meetings to support them in improving their performance.

## **Alfred Nobel Open Business School - Organogram**

President

**Academic Council**

Financial manager, CFO
(Chief Financial Officer)

Accounting Unit

Technical, Supplying and Logistic Unit

Brand and Support Manager

Head of the Academic Council

Accounting Manager

**Senior Academic Management’s Level**

**Senate**

Advisor

Head of the Research Development Office

Vice Rector of Education

Vice Rector of Science and Development

Rector

Secretary General

Execution Coordinator of International Relations

Head of the Academic Registration Office

Career Office

Academic Registration Office

**Teachers, Trainers, Tutors**

International Education Unit

## **Quality standards regarding infrastructure and class rooms**

The institution aims to ensure the quality, effectiveness and continuous development of its education and puts great emphasis on providing class rooms and infrastructure of the highest possible standard. Our Institution observes the following quality standards to accomplish the above by ensuring:

* sufficient number of classrooms,
* sufficient space for 10-14 students per classroom,
* sufficient space per student,
* appropriate and safe furniture,
* seating for work in small groups,
* seating for lecturers,
* sound systems and acoustics,
* audiovisual capability, white board and space for displays,
* computer access,
* Internet access,
* electricity (available 24 hours a day) and lighting,
* ventilation, heating and air conditioning,
* library with study area for students as well as
* up-to-date books, notes and materials, journals and periodicals (digital and paper based),
* course books and notes edited by the Institution,
* adequate separate sanitary facilities for male and female students and for staff.

The institution constantly looks after the maintenance and develops school equipment and the infrastructure.

## **Concept of controlling**

The institution as a for-profit private higher education institution endeavors to reinforce and develop the competitiveness of the institution. It aims to ensure the most beneficial use of the available internal resources and to maintain and develop the financial profitability of the operation. A separate financial unit is responsible for controlling and manages the process through regular planning, acting and evaluating as modelled below:

The available resources (financial support and the estimated incomes) are allocated taking account of the set objectives and are continuously monitored subsequently and re-allocated accordingly.

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