DOCUMENT INFORMATION	
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APPROVER	Board of Directors
Change History	Originated by : Rector
Version B	1. Including PI's vision
	2.
	3.
Contents	
Access	Pegaso International's policies, procedures and processes are to be accessed and adhered to by Pegaso International staff and students.
Ownership	Policies, procedures and processes are dynamic in nature and should be updated, as and when necessary, by their implementers/owners in liaison with QA-Document Control, to constantly reflect current practices.

1. Policy Scope

This Policy specifies the principles that underpin Pegaso International's (PI's) framework for enhancing and assuring the quality of the student education experience. It applies to all aspects of student success, curriculum, learning, teaching and assessment of degree programmes offered by PI.

PI aims to provide students with a distinctive, innovative and globally relevant education experience. This policy specifies the principles that underpin Pi's approach to ensuring the quality of this experience and the outcomes for students.

2. PI's Mission

Pegaso International fulfils its mission by assuring remote access to quality learning and teaching as well as the standards of the awards it confers through the processes and procedures embedded within its Quality Management System, which is consistent with the requirements of the Malta Further and Higher Education Authority's National Quality Assurance Framework for Further and Higher Education and, where applicable, is also aligned with other international standards, in order to ensure continuous improvement.

The principal mission of PI is to improve quality and expand access to tertiary education by providing a means for individuals to learn independent of time, place, status or condition and to earn credentials that are credible to both academia and employment channels.

PI's *raison d'être* prompts the offer of excellent opportunities for learning, discovery and engagement to a diverse population of students in a real-world setting. As a knowledge resource to the public at large, this academic institution constantly strives to build partnerships with other educational institutions, community organisations, government agencies and the private sector to serve and impact the world.

3. PI's Vision

Pegaso International's vision, governed by the academic standards and quality of the education that it provides, thereby ensures that all programmes are designed, validated and periodically reviewed with the involvement of staff, students, industry and other stakeholders in order to ascertain that their expectations are met, and even exceeded, when these programmes are realised and delivered.

PI embraces the philosophy of sustainable development and its priority values include the:
- development of the personal qualities of the students in order to achieve the maximum of their intellectual potential;

- international character of higher education as a means of achievement and maintenance of high quality standards;
- recruitment and retention of international academic staff composed of lecturers coming from foreign universities and international academies; and,
- encouragement of students' initiatives and skills for self-learning in acquiring "portable" knowledge, key competences and skills.

PI offers an interactive, individual and independent solution to learning methodology through:
(a) the utilisation of communication instruments;
(b) the necessity for modules to be based on the needs of the student while supporting direct and constant interaction with tutors, mentors and coaches; and,
(c) the need to integrate the individual's academic foundation with the requirements dictated by industry demand.

PI visualises its approach as a pioneering one which delivers initiatives and events that are appealing and accessible to all students everywhere and meet the demands of today's and tomorrow's professional world.

4. Definitions

For the purpose of the Policy, 'quality' is viewed as being both an aspiration and a judgement about current or past performance in the domains of: programmes and curriculum; learning, teaching and assessment; and, student success.

- Quality as an aspiration involves examining what is currently being done and looking for ways to improve and innovate using a quality enhancement process.
- Quality as a judgement about performance involves determining if certain standards or requirements have been met and/or the level to which they have been met and is an outcome of a quality assurance process.

PI's education quality assurance framework is described in the principles outlined below and supported its Internal Quality Assurance Policy (Doc 003) and Manual (Doc 111).

5. Quality Principles

5.1 Quality processes will support PI's strategic and legislative requirements.

Establishing the criteria and standards against which judgments about education quality are made ensures that that there is a shared understanding about what quality is and if it has been attained.

Aligning PI's education quality processes with its strategy will assist in its implementation and provide information on progress.

PI must also comply with all elements of the Malta Further and Higher Education Authority and the higher education qualifications offered by PI must align with Malta's National Quality Assurance Framework and its Threshold Standards.

5.2 Staff, students and stakeholders will be involved as partners in enhancing and assuring education quality.

PI views staff, students, alumni industry and professional bodies as partners in the enhancement and assurance of the education experience.

This partnership approach ensures that decisions about quality are informed by the people who are the closest to it. It also supports the development of a culture of continuous improvement, with everyone oriented towards a common goal.

5.3 Processes and practices will be systematic, sustainable and transparent.

Central to PI's education quality framework is the education quality cycle which supports the systematic collection and use of qualitative information and quantitative data to monitor impact, identify improvement opportunities and judge the effectiveness of quality enhancement actions.

To ensure that education quality enhancement and assurance processes are sustainable and cost effective, they will be embedded in existing systems and practices and will utilise existing sources of information wherever possible.

Roles and accountabilities for implementation of the education quality framework will be assigned and clearly communicated to assist in developing a culture of continuous improvement.

5.4 Decision-making will be evidence-based and externally referenced.

Judgements about performance and decisions about improvements will be informed by data and formal feedback collected from a range of sources, both internal and external.

Examples of internal sources of information include survey findings, assessment grades and programme appraisal and review reports.

5.5 Findings will be used to identify future improvements (closing the loop).

Findings from quality enhancement and assurance processes will be used to identify changes that need to be made to further improve education quality. Once implemented, these changes will be assessed to ensure they deliver the desired outcomes. Closing the loop

supports evidence-based decision making and transparency and is central to the culture of continuous quality improvement.

Responsibilities for making and monitoring improvements will be clearly identified in quality action plans.

6. Communicating the Policy

The outcomes of education quality enhancement and assurance processes will be communicated to students, staff and other stakeholders, thereby ensuring ongoing engagement in the delivery of a quality education experience.

Dissemination channels include formal reporting channels, quality action plans, targeted communications, feedback and the student learning system, PI's platform.

PI's Quality Policy is, therefore, documented, communicated and explained at all levels. Moreover, the PI Quality Policy is regularly reviewed by the Academic Committee and the Board of Directors for continuing relevance, applicability and suitability.

References

MoUs 001-045
Doc 002 PI Strategic Policy
Doc 003 Internal Quality Assurance Policy
Doc 004 Course Design Process
Doc 005 Programme Design, Development and Approval Policy
Doc 006 Teaching, Learning and Assessment Policy
Doc 008 Registration and Admissions Policy
Doc 009 Mature Students Policy
Doc 010 Student Support Policy
Doc 015 Complaints, Grievances and Appeals Procedure
Doc 016 Programme Review Procedure and Policy
Doc 017 HR Selection Standards Policy
Doc 018 Equality, Equity, Diversity and Inclusion Policy
Doc 019 Code of Ethics
Doc 020 Virtual Mobility Policy
Doc 021 Document Control Policy and Procedure
Doc 023 CPD – Teaching, Learning & Assessment Appraisal Policy
Doc 024 Public Relations and Communications Procedure
Doc 025 PI Recruitment and Selection Policy
Doc 103 PI Statute
Doc 104 MFSA Registration Certificate
Doc 105 MFHEA licence
Doc 106 PI Organogram
Doc 108 PI-UTP Renewal of Agreement 2018
Doc 111 Internal Quality Assurance Manual
Doc 130 Staff Manual