



SWISS
CONSERVATION-RESTORATION
CAMPUS

Quality Manual

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Approved by: Directing Board

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1. Purpose

The objectives of this Quality Manual are to

- provide a description of the Swiss Conservation-Restoration Campus (Swiss CRC) management system and its key processes;
- inspire confidence among stakeholders in the ability of Swiss CRC to fulfil its tasks.

2. Scope of application and responsibilities

These provisions apply to the Swiss CRC activities and its staff.

The Quality Manual is drawn up by the Academic Board and is then submitted to the Directing Board for approval (see chapter 5).

3. The Swiss Conservation-Restoration Campus (Swiss CRC)

3.1 Swiss CRC partners

The four partner institutions of the Swiss CRC are the only institutions in Switzerland offering an education in conservation and in conservation-restoration at university level:

- Abegg-Stiftung, Berner Fachhochschule (BFH), Riggisberg
- Dipartimento ambiente costruzioni e design (DACD), Scuola universitaria professionale della Svizzera italiana (SUPSI), Mendrisio
- Haute Ecole Arc Conservation-restauration (HE-Arc CR), Haute école spécialisée de Suisse occidentale (HES-SO), Neuchâtel
- Hochschule der Künste Bern (HKB), Berner Fachhochschule (BFH), Bern

They established the Swiss CRC in order to coordinate the different forms of collaboration in teaching and applied research and to build a powerful competences network at federal level. Each institution is a center for education and research in different fields of conservation-restoration. Although closely associated under the national framework of the Swiss CRC, each of the four sites profits from their cultural and linguistic location to offer a springboard for their students into a wider European context. In this way, Bern, Mendrisio, Neuchâtel and Riggisberg have developed fruitful didactic and research collaborations with their respective European neighbours.

4. Swiss CRC quality policy

Among the fundamental principles related to quality management, the Directing and Academic Boards have decided to deploy the quality system based on the following four elements:

4.1 Taking into account the needs of interested parties and their level of satisfaction

The Swiss CRC is organised in such a way that the needs of its stakeholders can be understood as well as possible and so as to ensure that interaction with them brings added value bilaterally. A student consultation body has been set up to involve them in the running of the Swiss CRC. Consistency with the policies of Swiss CRC partner institutions is an integral part of its management system.

4.2 A systemic organisation

The Swiss CRC is an organisation that has to preserve its autonomy, priorities in decision-making based as closely as possible on practice, and sustain operational flexibility within the existing network structure. The effectiveness of Swiss CRC's work is continuously evaluated and is based on factual data provided by quantitative indicators (budget, number of students etc.) and their trends, but also on 'softer' elements such as the results of interviews and impressions shared by groups. The method employed involves

defining and managing Swiss CRC's key processes and their interaction in the management system framework.

The principle of improvement is continuously applied throughout the organisation, with a strong desire for progress to the benefit of all stakeholders.

4.3 Continuous improvement

The development of the management system is planned according to the principles and tools used by the organisational models recognised in the network of higher education (evaluations of internal or external courses, institutional accreditations, ISO 9004, etc.).

The continuous improvement process is deployed throughout the organisation, with a strong desire for progress for stakeholders, and for achieving the objectives of the Swiss CRC (for example, each common Master module is the subject of an evaluation of the teaching by the students; the results being shared with the students and used by the coordinator and the Academic Board).

Treatment of dysfunctions is carried out as close as possible to the practice. Note that students' appeals and complaints are handled according to the rules of each institution.

4.4 Risks management

The risks of not achieving objectives or not carrying out missions are considered. They are managed by members of the management bodies (see chapter 5), in collaboration with teaching and research staff. The committees decide on appropriate action plans to be implemented at the level of the Swiss CRC, intended either to eradicate these risks or to reduce their potential impact.

5. Management bodies

5.1 The Directing Board

The role of the Directing Board is to draw up a long- and medium-term strategy for the Swiss CRC.

It ensures that there is consistency in relations between the founding schools (cooperation agreement), defines means and resources dedicated to the Swiss CRC and validates the budget. In other words, it is responsible for the long-term vision of the organisation and the development of the Campus.

The Board comprises the directors of each partner institution. It meets two times a year as a minimum, and more frequently if necessary.

5.2 The Academic Board

The role of the Academic board is to implement the strategy and to manage operational activities that have an impact on the daily and medium-term running of the Campus.

Its role consists in supporting the development of the Education and Research and Development network to coordinate matters concerning teaching and research, promote internally and externally the Swiss CRC using the resources provided by the four member institutions.

It comprises the four heads of studies of the member institutions (or designated responsible persons) and meets four times a year as a minimum. The Academic Board can invite experts if needed.

5.3 Coordination and support office

The Swiss CRC has a Central office that coordinates and supports the work of the Directing and Academic Boards. This service ensures the best coordination of meetings, makes the budget follow-up, organises graduation ceremonies and other institutional events, handle the web site and the documentation.

Note: Tasks of the Directing Board, Academic Board and Central Office are defined in Swiss CRC's organisation regulations. Decisions from the Directing Board and Academic Board are registered in meetings minutes, reviewed by the participants.

5.4 Organisation chart

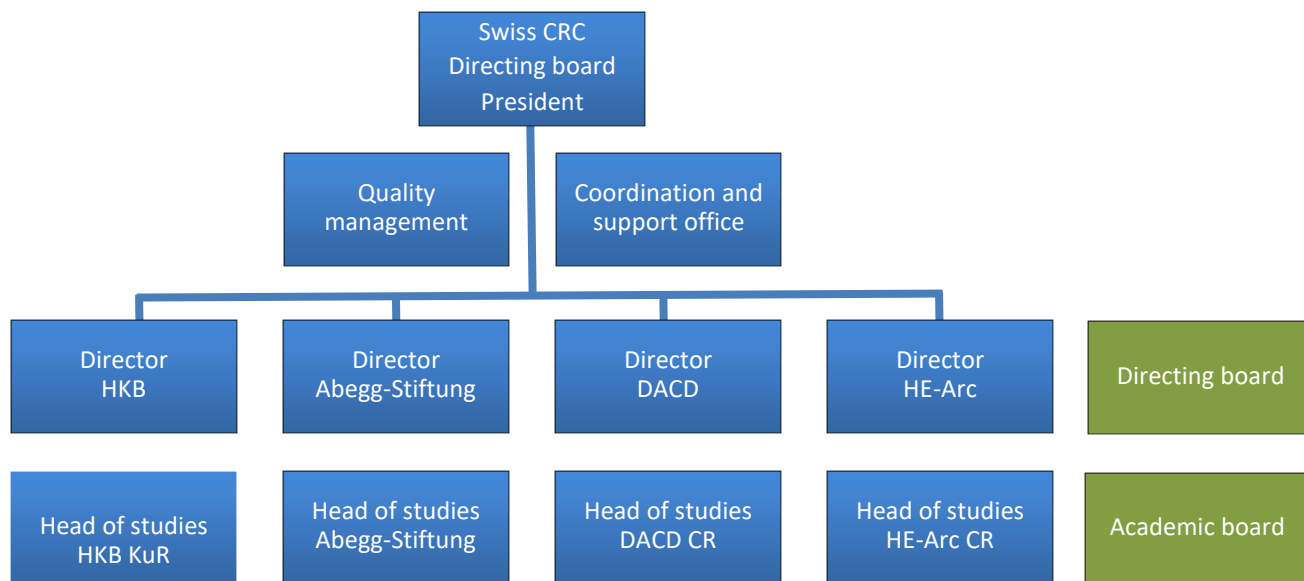


Fig. 1

Each member institution plays its role within the aforementioned bodies and can organise a delegation or a substitute according to its needs.

6. Swiss CRC management cycle – main events

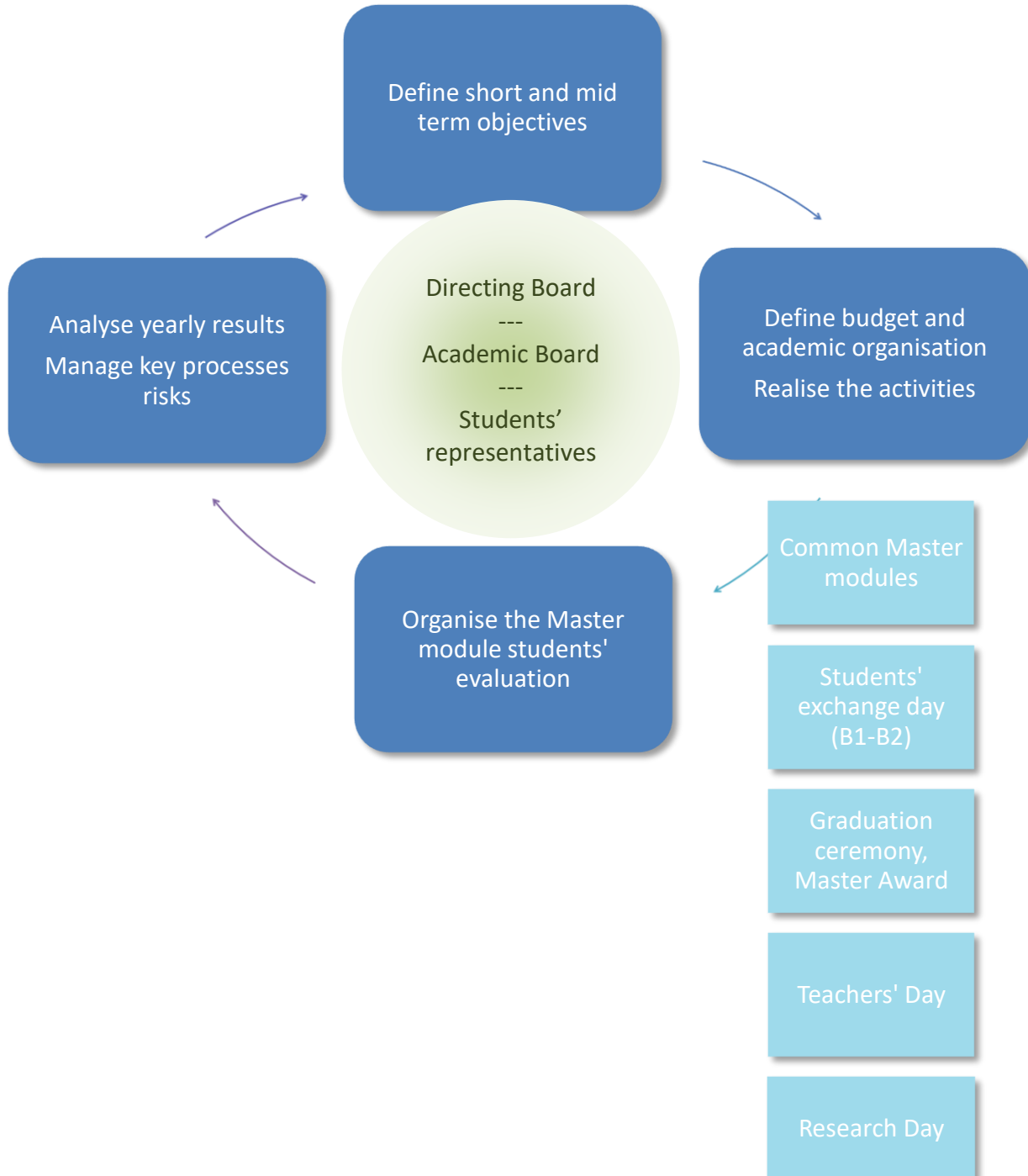


Fig. 2

Continuous improvement is fully integrated in the Swiss CRC management system.

7. The Swiss CRC management system

The Swiss CRC management system is concerned with identifying and steering the organisation's key processes. The objective of this network of processes is to enable Swiss CRC's missions to be carried out effectively.

Only priority or key processes are addressed by this management system applied according to the defined model. They have been designed in accordance with the degree of importance of its missions and objectives. If needed the model can be applied to new activities.

There are three types of processes within the Swiss CRC management system: steering processes, mission realisation processes and support processes:

- **Steering and improvement process:** involve how the organisation is steered, the decision-making bodies and the review cycle carried out by the Directing Board in order to ensure ongoing improvement;
- **Mission realisation processes:** these two processes, 'Training' and 'Communication', bring added value directly to the stakeholders (students, professional field, SERI etc.);
- **Support processes:** currently, these processes principally belong to the Swiss CRC partner institutions. They provide the resources necessary for the proper functioning of the Training and Communication processes. It was decided not to describe these support processes here, as this would amount to providing descriptions of the individual schools' systems, which already exist elsewhere.

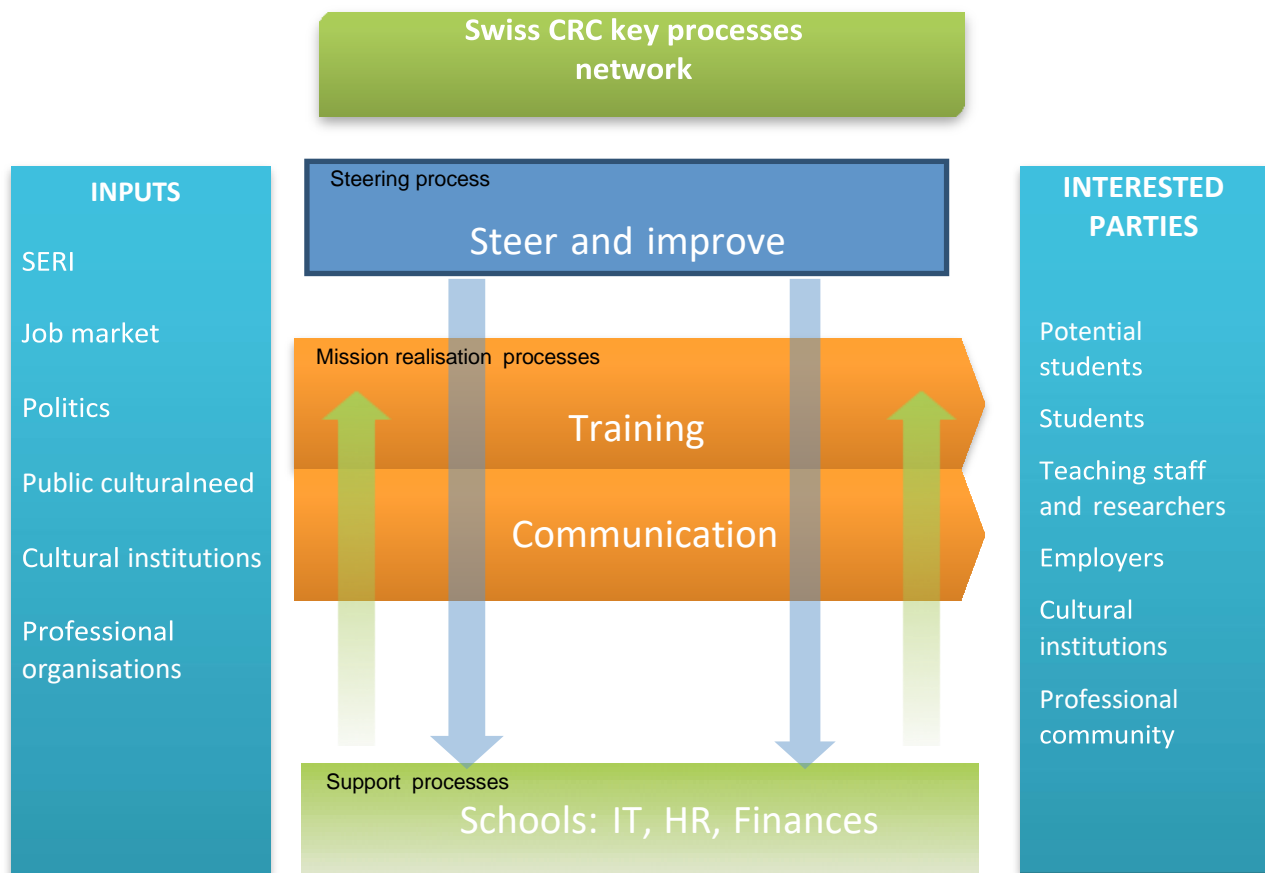


Fig. 3

7.1 The 'steer and improve' management process

Aim of the 'steer and improve' process: to ensure the legitimacy and long-term development of the Swiss Conservation-Restoration Campus in compliance with international standards, national laws and directives.

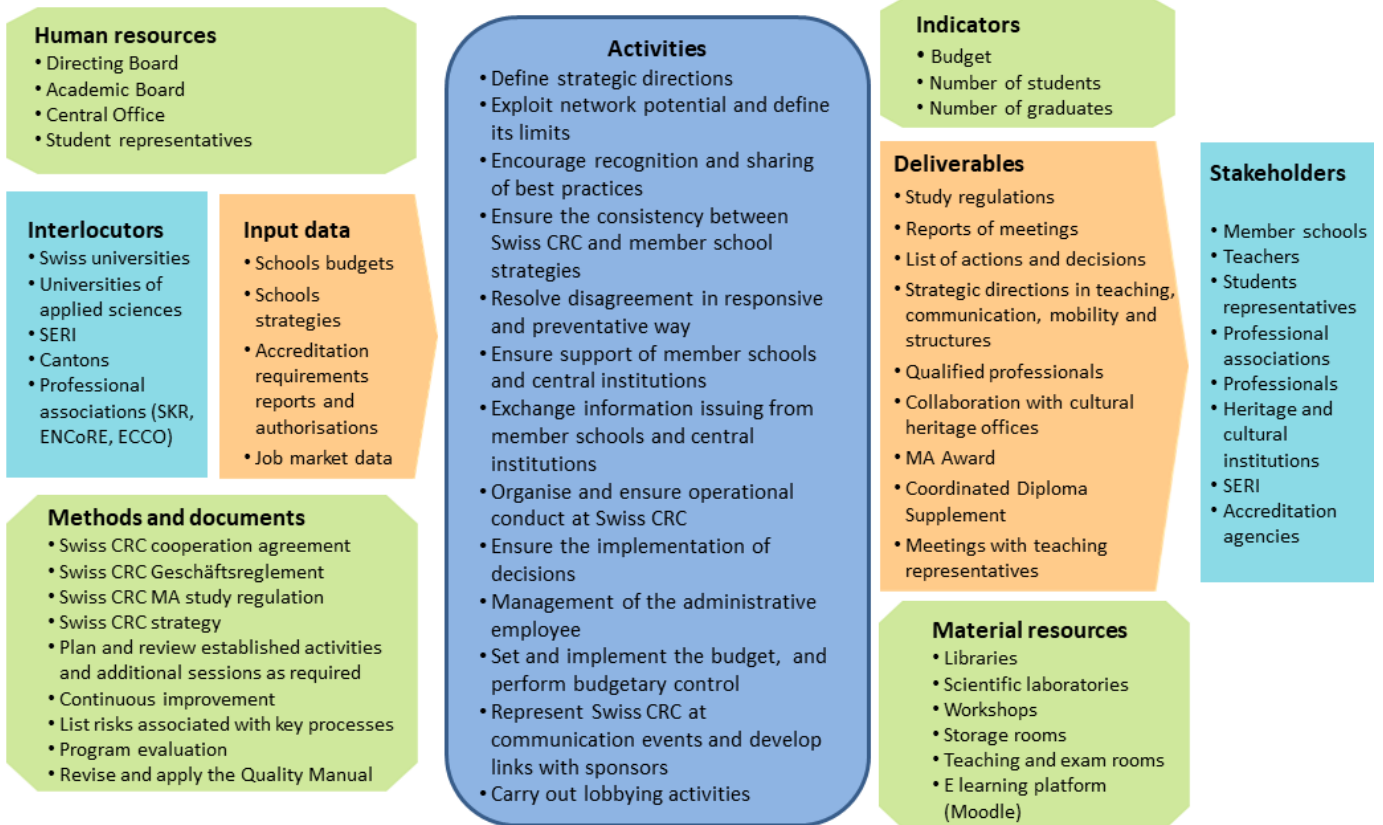


Fig. 4

The Directing Board is in charge of this process.

7.2 The training process

Aim of the training process: to train professionals in conservation and restoration in accordance with national and international directives and applying all state-of-the-art knowledge necessary to the institutions, and further develop conservation-restoration methods, whilst considering the needs of the country and countries abroad, in order to preserve heritage objects.

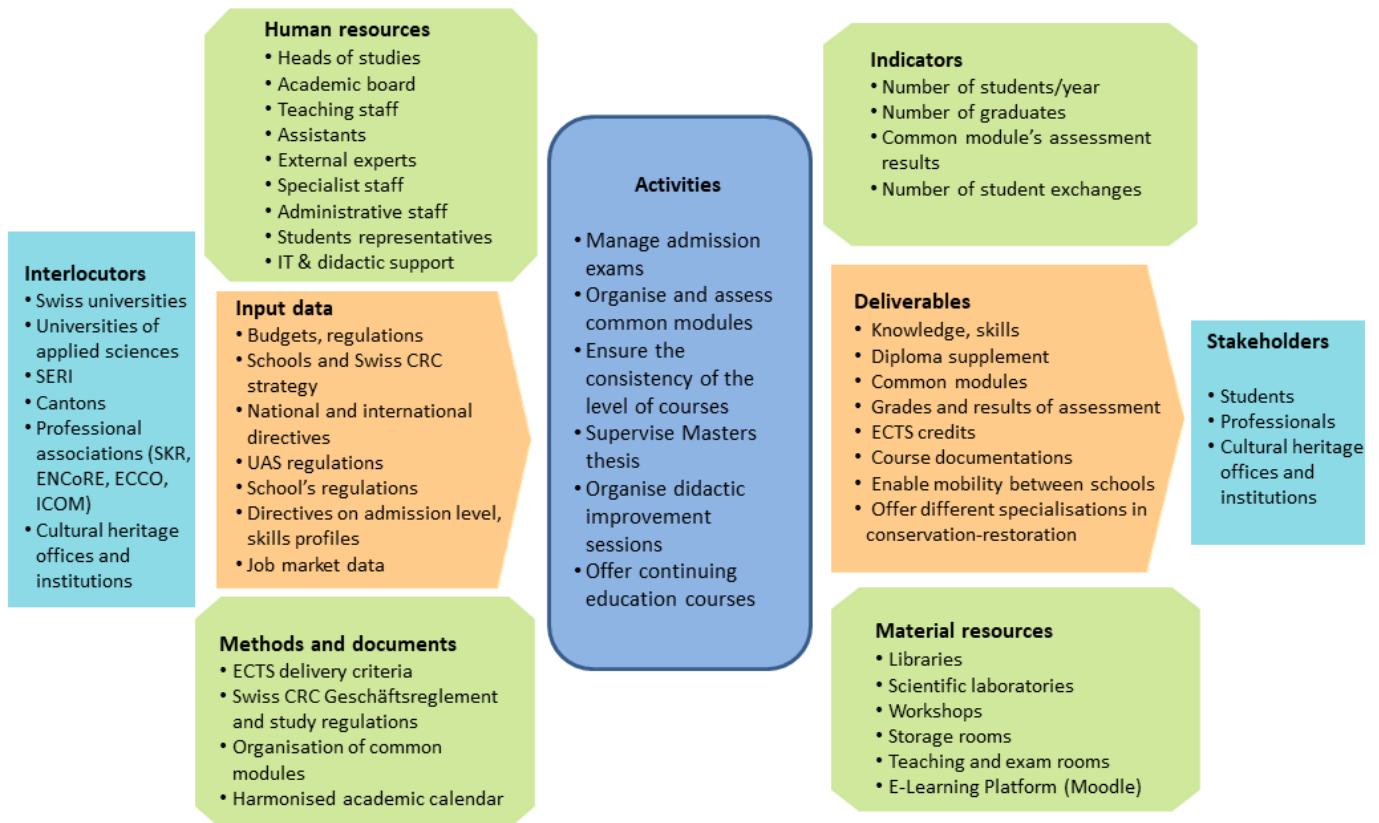


Fig. 5

The Academic Board is in charge for this process.

7.3 The communication process

Aim of the communication process: to promote the Swiss CRC as a sound training organisation which is attractive to students and is recognised in professional and political fields, develop among the general public an awareness of the need to preserve cultural heritage and share internal information..

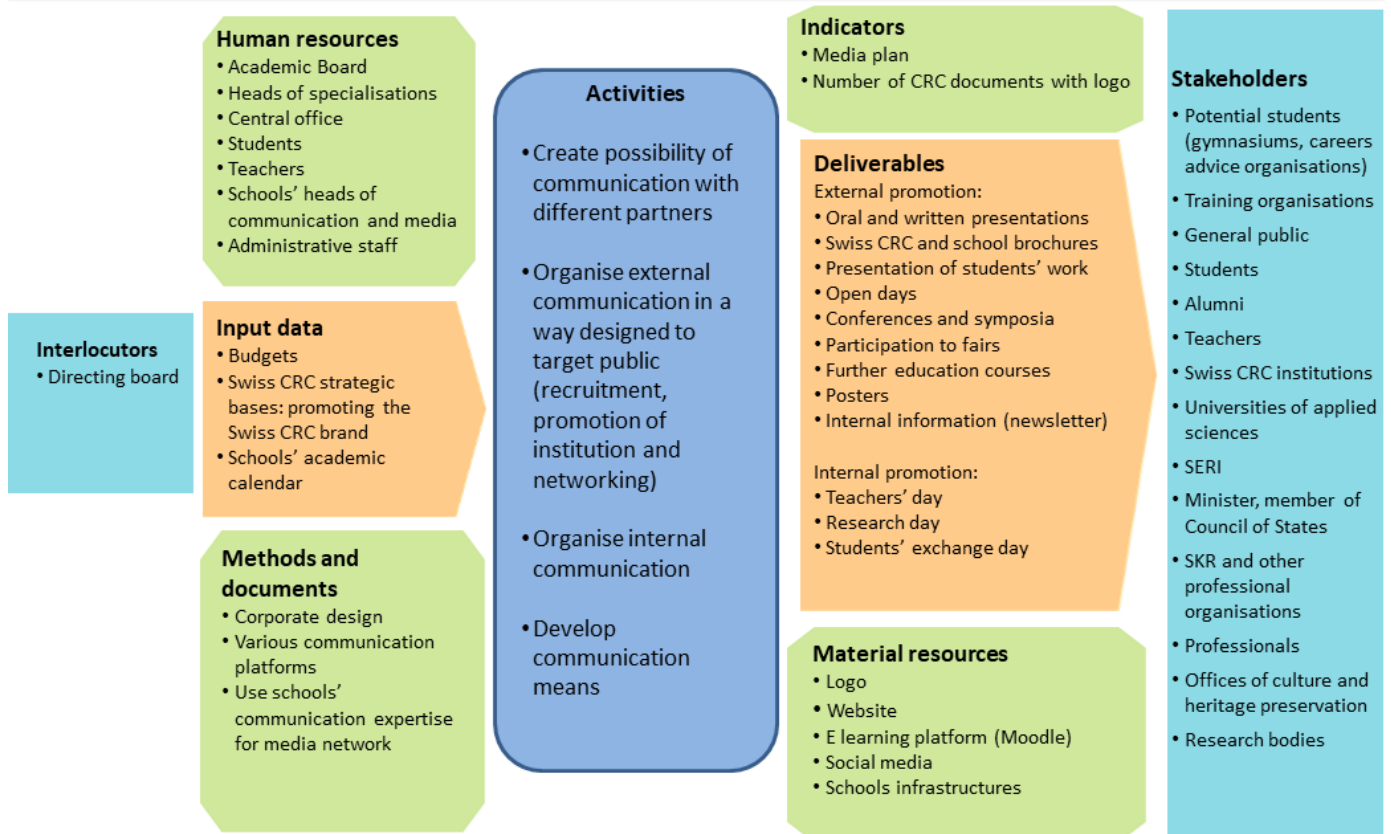


Fig. 6

The Academic Board is in charge for this process.

8. Document management

Document management as part of the Swiss CRC quality management system is structured as follows:

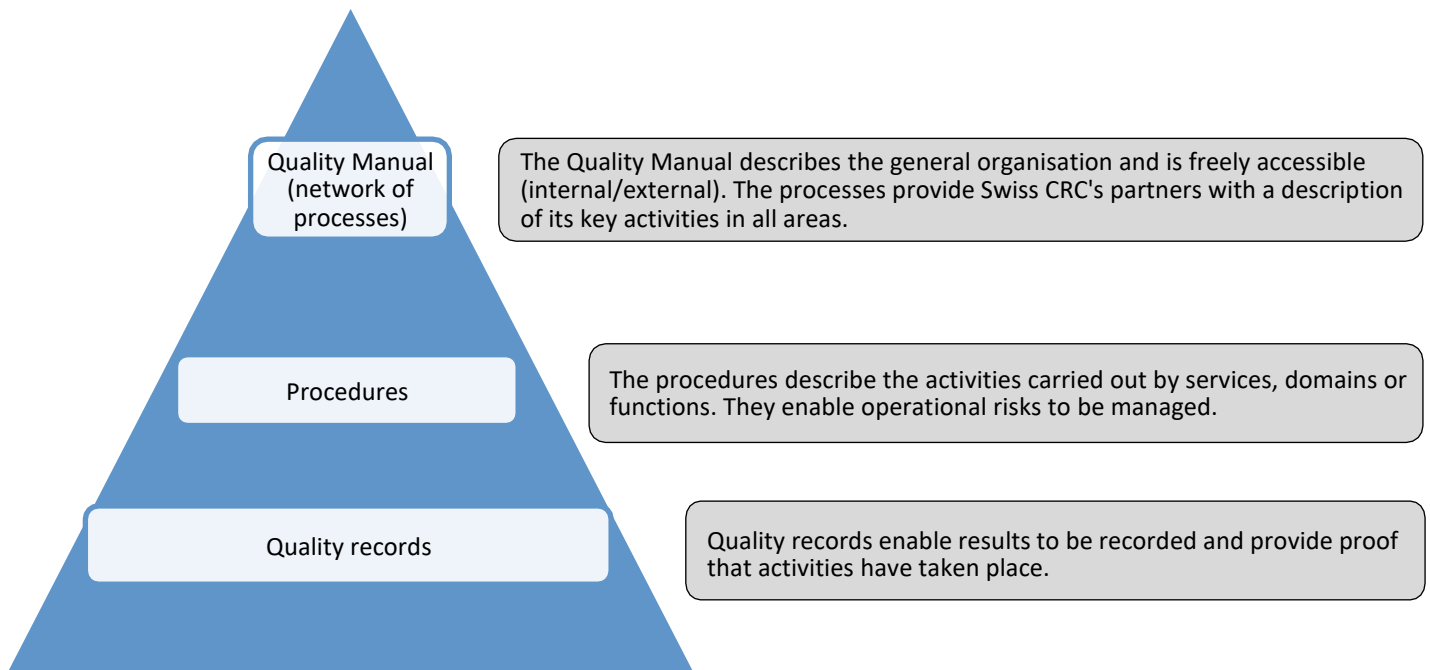


Fig. 7

This structure is implemented as the management system evolves. A document list is handled by the coordination and support department.

9. Quality manual distribution

The Swiss CRC Quality Manual in English is available on the Swiss CRC website (www.swiss-crc.ch) to all those interested.