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Quality Management at BOKU

Tempus Project: Qualifications Framework for Sustainable Forestr y and Lifelong Learning

September 16th, 2013

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Content

- Framework: European & national
- BOKU QM concept: overview, field of education
                     course evaluation system
- Quality assurance of international Master programmes

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Bolgona Process

Berlin Conference 2003

‰As for Quality Assurance, Ministers stressed that consistent with the principle of institutional autonomy, **the primary responsibility for quality assurance in higher education lies with each institution itself.Î**

Bergen Conference 2005

Approval of ENQA Standards and Guidelines for the Quality Assurance of the European Higher Education Area

London Conference 2007

Setting up European Register (EQAR) for Quality Assurance Agencies

Leuven/Louvain 2009

National qualififcation frameworks based on learning outcomes and workload

Bucharest Conference 2012

EQAR-registered agencies allowed to perform their activities across EHEA

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New University Act 2002

Autonomy
Contract management

§ 14:   Universities have to design **their own Quality Management System**
          Evaluations are a crucial component of Quality Management System
          Evaluations have to follow international standards
          Evaluations as an ongoing exercise
          All scientific staff has to be evaluated every 5 years
          Results of evaluations have to be considered

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Quality Assurance Act for Higher Education 2012

˝Quality Audits for public universities every 7 years

˝4 standards: quality strategy,
                     assure achievement of goals,
                     monitoring and information systems,
                     systematic incorporation of interest groups

˝5 areas: education incl. continuous education,
                     research & research management,
                     administration,
                     staff management,
                     internationalisation and societal objectives
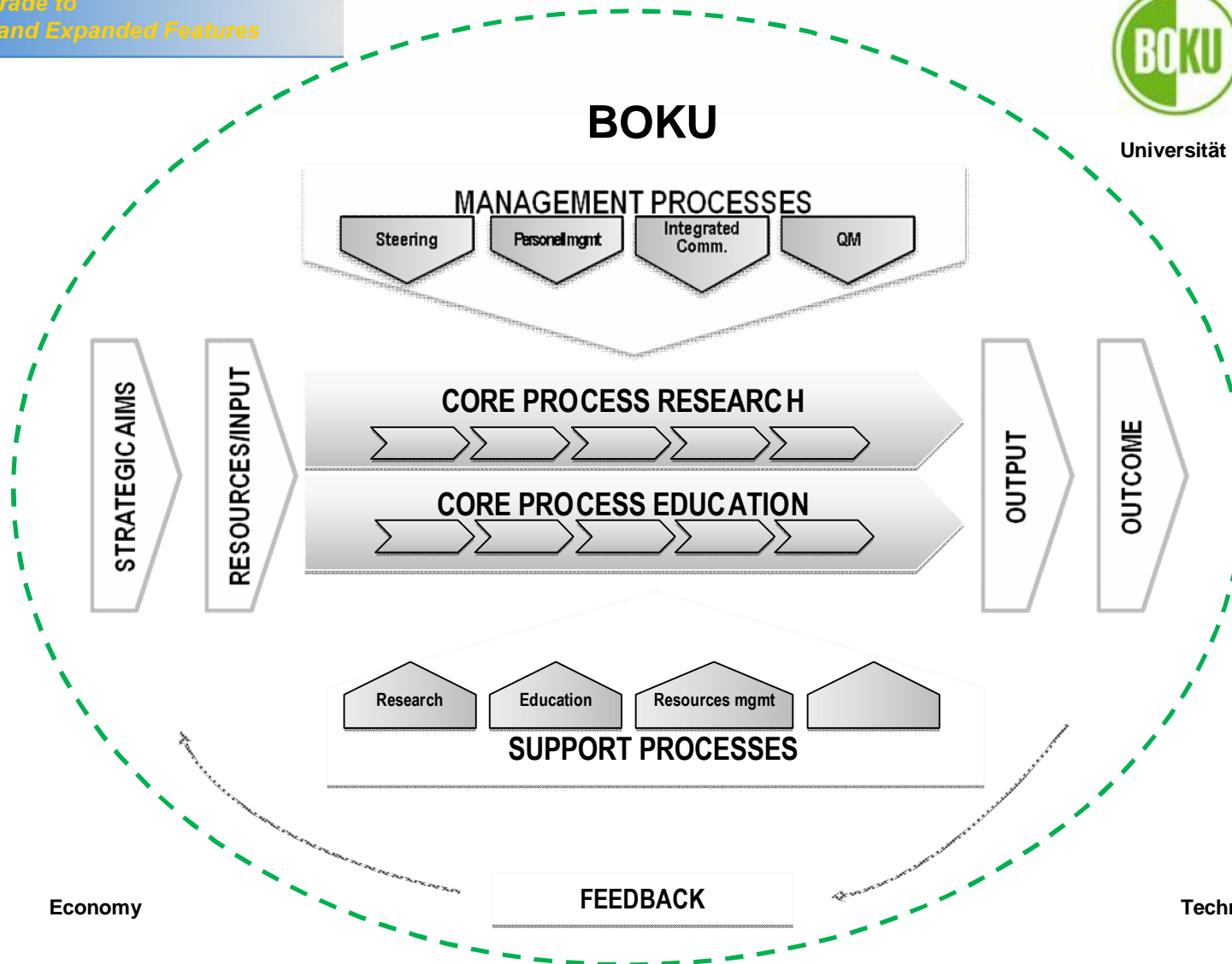
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Objectives:

support achievement of strategic aims
set up a quality culture
document and optimize core processes (PDCA cycles, cover interfaces),
organisational development

Principles:

˝ participation of internal and external interest groups
˝ integration of centralized and decentralized quality assurance measures
˝ further development of QA tools and evaluations processes
˝ follow international standards (ENQA, DeGEval)
˝ communication and dialogue

Nature/Ecology

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MANAGEMENT PROCESSES

| Steering | Personell mgmt | Integrated Comm. | QM |

STRATEGIC AIMS

RESOURCES/INPUT

CORE PROCESS RESEARCH

CORE PROCESS EDUCATION

OUTPUT

OUTCOME

| Research | Education | Resources mgmt | |

SUPPORT PROCESSES

Economy

FEEDBACK

Technology

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Activities:

Evaluations
Departments, professorships, courses, degree programmes, strategies

Development of criteria & guidelines
Guidelines for development and implementation of new curricula,
Guidelines for Joint ELLS Master Programmes, habilitation criteria

Process quality management & elaboration of a Quality Handbook
Study organisation, management of externally funded projects

Gratuate survey with INCHER Kassel & graduate tracking

Reporting and monitoring:
Human capital report, achievement report, sustainability report

Evaluation of Department s at BOKU

Specific objectives:

assess the overall performance profile
increase the **efficiency and effectiveness** of the department
promote **profile and organizational development**
highlight developmental **perspectives,** problem solutions and potentials

Evaluation Process

1. Updating of data basis
2. Evaluation contract
3. Selection of peers
4. Internal Evaluation: SWOT analysis, self evaluation report
5. External Evaluation: Peer review
6. Final Report
7. Meeting with head of peers
8. Performance contract between rectorate and department

Duration: 8-10 months

Areas of the Evaluation:

1. Department and organisational development
2. Staff management
3. Research
4. Teaching, learning and continuing education
5. Societal aims
6. Financial resources & infrastructure

summative   Evaluation   formative

Assessment (past 5 years)   Strategic and oparational plan

Core idea of Self-Assessment-Report:

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What are you trying to do? Relation to strategic plans of department
How are you trying to do it? Description of current activities
How do you know it works? Evaluation of current activities
How do you change in order to improve? Objectives and measures

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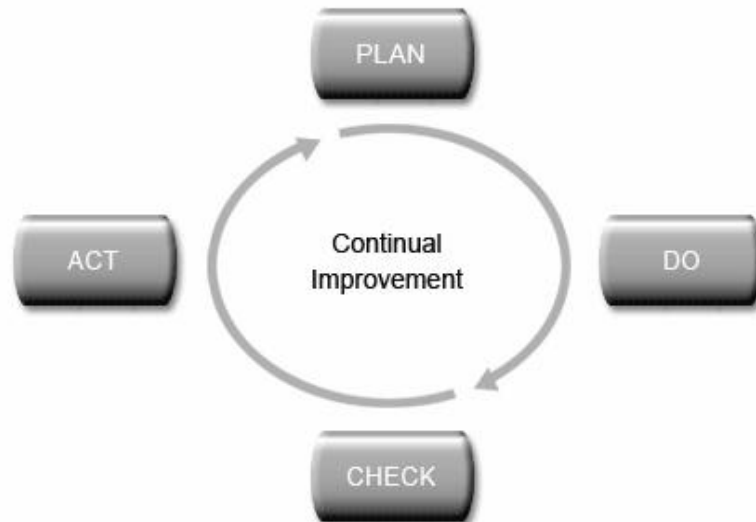
Individual Evaluation of Professors

Limited contracts for most professors at BOKU (3-7 years)

Objective: To check to which extend professors fulfilled their contracts &
to set the basis for future contracts

Process: Setting up of an internal evaluation board,

selection of 2 international peers,

data retrieval,

self report ,

discussion of evaluation of peers and students,

final report incl. recommendations,

presentation to rectorate,

contract negotiation.

Duration: 8 months

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Individual Evaluation of Professors

Lessons learnt:

Initial situation has to be defined before professor takes up his/her job

Objectives have to be defined more precisely

Consequences have to be defined before realisation of evaluation

Longer observation periods necessary

Evaluation procedure needs continuous refinement (e.g. student participation)

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Education: New Concept for Course Evaluations

- Standardized questionnaire
- Open questions
- OR: round table discussions

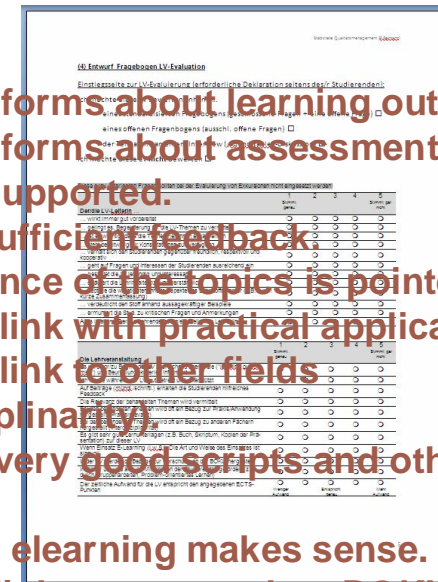**Universität für Bodenkultur Wien**

Course Evaluations: Main dimensions:

- teacher
- course
- framework
- students
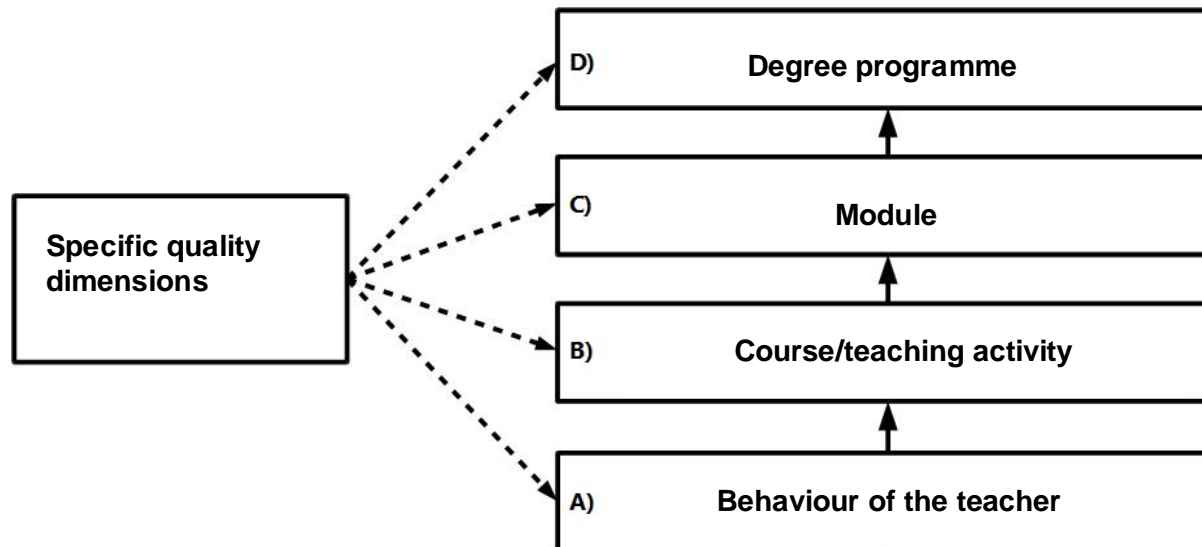- success of the course

Additional specific items for:

- seminars
- practical work
- excursions

Teacher informs about learning outcomes.
Teacher informs about assessment criteria.
I am well supported.
I receive sufficient feedback.
The relevance of the topics is pointed out.
There is a link with practical applications.
There is a link to other fields
(interdisciplinarity).
There are very good scripts and other
materials.
The use of elearning makes sense.
There are links to research at BOKU.
Active participation of students is fostered.
The workload corresponds with the ECTS
points.

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Evaluation of Teaching and Learning

A) Behaviour of the Teacher:

A good teacher Å

cares about and has an *effect on student learning*;
knows the subject area;
clearly states the *objectives* of the course;
is *well prepared* for each class session;
explains the course material clearly and effectively;
is *enthusiastic* about teaching the subject and makes the course stimulating;
summarizes or emphasizes major points in the lecture;
is readily *available for consultation* with students;
encourages *students to ask questions* and express their ideas or opinions;
clearly explains *how students will be evaluated* in the course;
gives exams or assigns papers which reflect the *important aspects* of the course;
relates the subject matter to *other academic disciplines* or real world problems;
provides opportunities for *students to assess their progress* in the course;
develops and maintains an atmosphere of *mutual respect*.

Source: Indiana University Northwest

Euro League of Life Scien ces (ELLS)

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˝ The Royal Veterinary and Agricultural University (KVL), Copenhagen, DK

˝ University of Hohenheim (UHOH), Stuttgart, Germany

˝ Swedish University of Agricultural Sciences (SLU), Uppsala, Sweden

˝ University of Natural Resources and Life Sciences (BOKU), Vienna, Austria

˝ Wageningen University and Research Centre (WUR), Wageningen, NL

˝ Agricultural University Prague (CUA)

˝ Agricultural University Warsaw (SGGW)

Objectives:

˝ Joint teaching and learning, esp. joint study programmes

˝ Student and lecturer mobility

˝ **Quality assurance**

Euro League of Life Sciences:
QA Support Group

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Objectives:

˝ To carry out an <u>exchange of information</u> between the ELLS universities in the area of quality assurance, evaluation, benchmarking and quality development with special emphasis on teaching and learning

˝ To <u>improve</u> and further develop the <u>quality</u> of courses and international Master programmes

˝ To <u>improve evaluation procedures</u> and follow up processes

Members: Experts from all member universities

Student association

ICA

Euroleague

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Guidelines for Curriculum Development of Joint Master programmes

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1. Need

2. Degree profile

3. Programme structure and mobility

4. Learning, teaching and assessment

5. Admission

6. Master thesis and degree

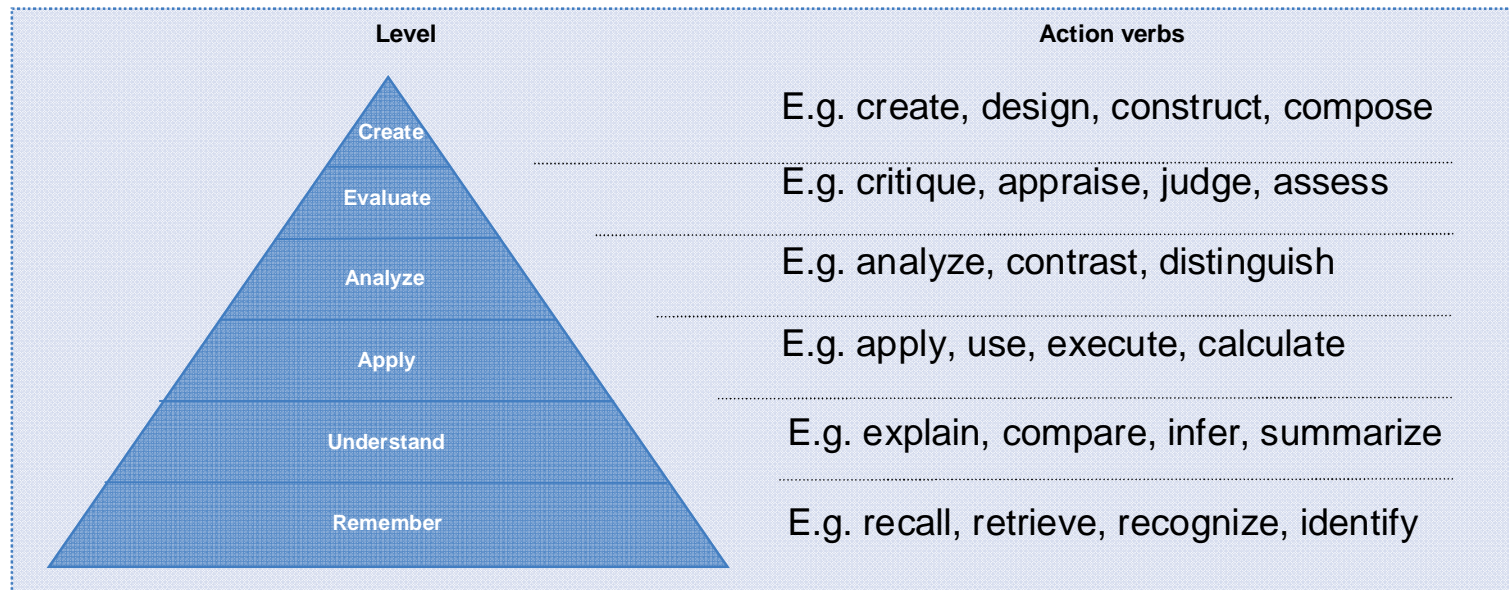7. Management and resources

8. Quality assurance

GUIDELINES

FOR CURRICULUM DEVELOPMENT AND QUALITY ASSURANCE OF JOINT MASTER PROGRAMMES

EuroLeague
FOR LIFE SCIENCES
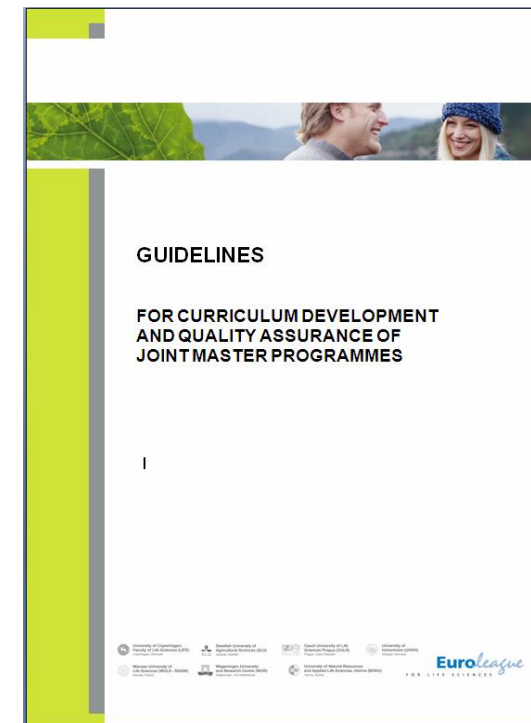
Criteria: Learning, Teaching & Assessment

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I. Teaching and learning activities must be designed to achieve the <u>intended learning outcomes</u>, consider the <u>student group</u> and the <u>context</u> of the programme.

- The focus is on student centred learning approaches,
- Teaching and learning activities are innovative,
- The added value of the joint programme must be effective,
- The international dimensions of these activities must be addressed.

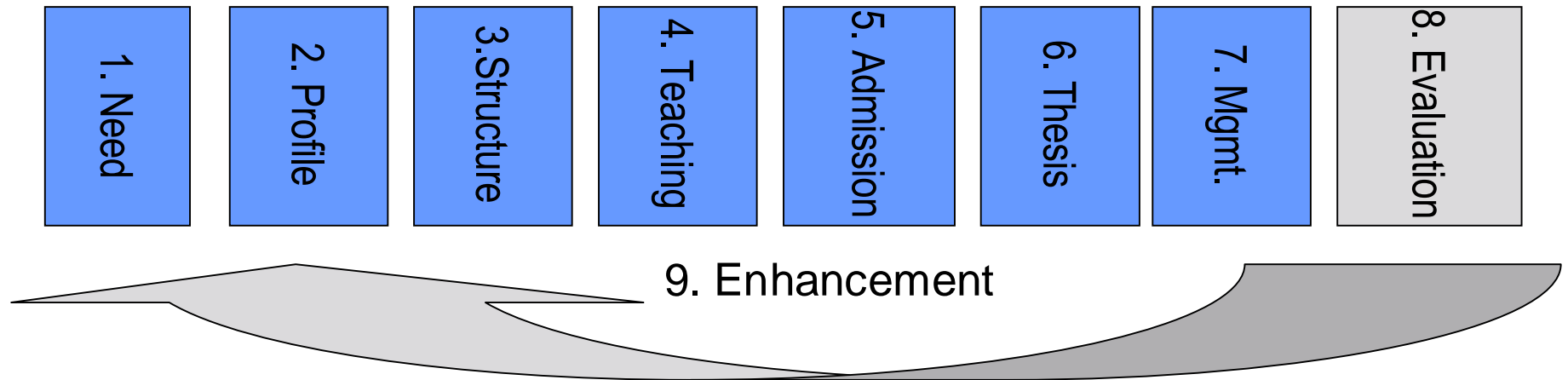# Recommendation: Learning Outcomes

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Example for Bloom's Taxonomy after Anderson et al. 2001

Level	Action verbs
Create	E.g. create, design, construct, compose
Evaluate	E.g. critique, appraise, judge, assess
Analyze	E.g. analyze, contrast, distinguish
Apply	E.g. apply, use, execute, calculate
Understand	E.g. explain, compare, infer, summarize
Remember	E.g. recall, retrieve, recognize, identify

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Evaluation of qualit y criteria

| 1. Need | 2. Profile | 3. Structure | 4. Teaching | 5. Admission | 6. Thesis | 7. Mgmt. | 8. Evaluation |

9. Enhancement

Compliance with standards
Appropriate aims
Purpose met
Feedback, esp. from students
Continuous enhancement

Guidelines: Thesis Evaluation Form

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Guidelines Curriculum Development Joint Master

4.8 Thesis Evaluation Form

Name: _____ Title of Thesis: _____
University _____
Starting Date: _____ Finishing Date: _____ Number of pages _____

Evaluation Criteria	Comments	Grade points/ Grade
Problem definition • relevant • clearly phrased • testable		
Research design • theoretical framework • research methods		
Execution • scholarly level • level of innovation		
Research results • description • analysis		
Analysis, interpretation, conclusions • clear • defendable		
Justification of the sources and literature used		
Clearly phrased reporting		
Structure of the thesis		
Further comments		
Grade[3]		

Date, Name and signature of the examiner

_____ 51

[3] Criteria developed by the University of Utrecht www.uu.nl and modified by the Euroleague
[3] Grades according to national grading systems or adoption of the ECTS-System

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Lessons learnt

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1. Different approaches at ELLS institutions . %one%QA system

2. Main focus: Implementation of Bologna

3. Higher level of commitment through joint MSc.

4. Student participation valuable

2. QM network of Austrian universities

~ 50 members from all 22 Austrian universities:

QM,

controlling,

curriculum development,

didactics,

research documentationõ

3 meetings per year

Homepage with an internal discussion forum

QM network of Austrian universities

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Working groups: surveys on graduates

evaluation of scientists

peer councelling

analysis of students´ progression

setting up a QMS

preparation of a quality audit

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Lessons learnt

1. Bottom up initiative

2. Lively exchange of experiences & learning from each other

3. Joint elaboration of concepts at expert level

4. Good recognition from %outside+

5. Joint lobbying/own interests

Resumee

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- ˝ Define quality

- ˝ Participatory approach

- ˝ Information, trust & communication

- ˝ Do things well and talk about them!

- ˝ Once finished . back to the start.

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Documents & links:

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- QA Group of ELLS: www.euroleague-study.org/supportteams/quality/index.html

- European University Association EUA: www.euy.be/eua.index.isp

- Network QM of Austrian universities: www.qm-netzwerk.at/Home/das_netzwerk/

- Quality Management at BOKU: www.boku.ac.at/qm.html

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Thank you for your attention!

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