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University of Natural Resources  
and Life Sciences, Vienna

# Implementation strategies of new QF at BOKU

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Lifelong Learning and Continuing Education



# Field of work



- “ Lifelong Learning Projects
  - . national and EU-Project Submissions
- ” Development of University-Courses
  - . Master Programmes, MBAs
  - . Modules
  - . Short-term courses
  - . „seasonal schools“
  - . Cooperations with companies

# Focus Group



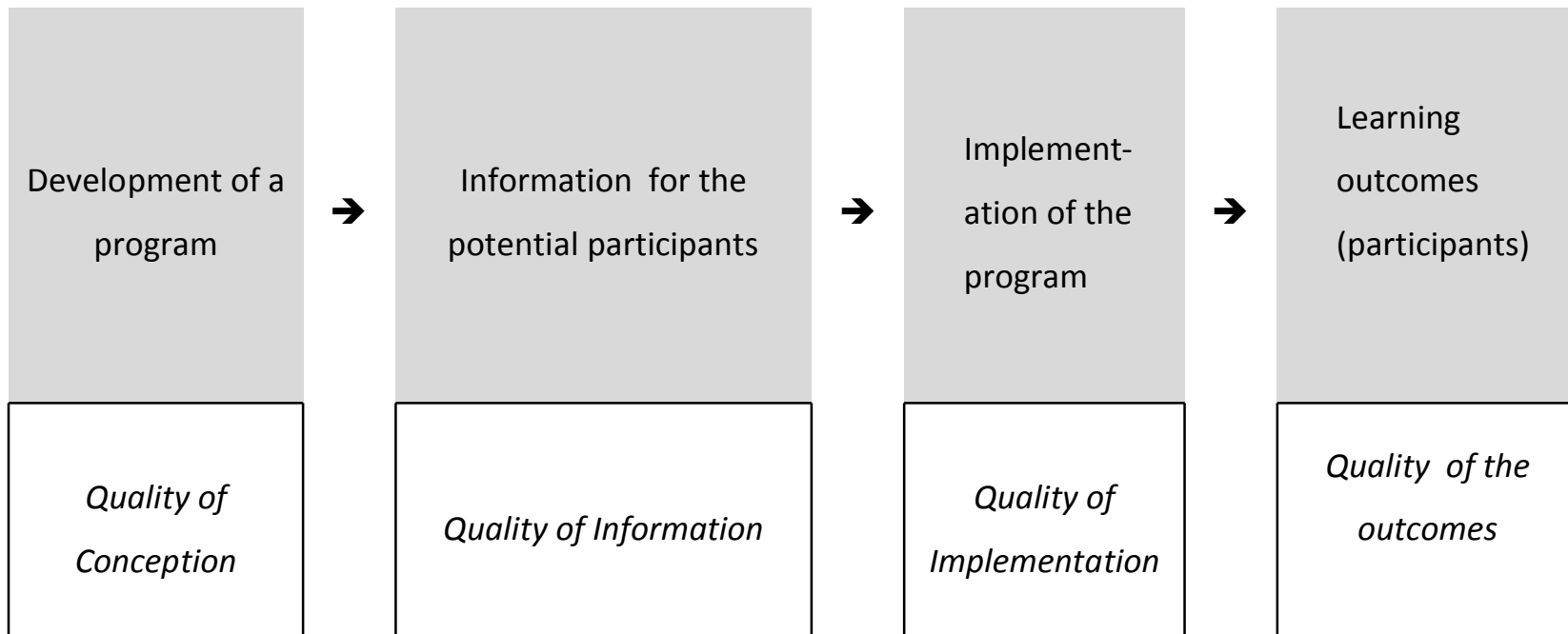
- “ Alumni
- “ In natural science interested people
- “ Socially disadvantaged people
- “ Handicapped people
- “ Elderly people

# Overview QAS



- “(1) Model of the QSS-WB
- “(2) Quality dimensions and associated items and measures
- “(3) Checklist ("to do's" in every program run)

# QAS Model



# QAS Model



The quality assurance system in the development of the BOKU includes four dimensions of quality that are based on different phases of continuing education programs:

“development of a program

“information for potential participants

“implementation of the program

“learning outcomes

# QAS Model: Regulation



Basically, the development and implementation of programs of further training at BOKU is regulated by a directive.

## **Directive measures (f.e.)**

“Needs analysis

“Definition of goals

“Planning and availability of the required resources



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# QAS Model: Information



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## Information quality

“Relevant information for potential participants  
and participants



# QAS Model: Implementation



## Quality of Implementation:

“Implementation of the program

“Quality of the teaching-learning processes

## Learnings quality is settled

“After a course

“During a course

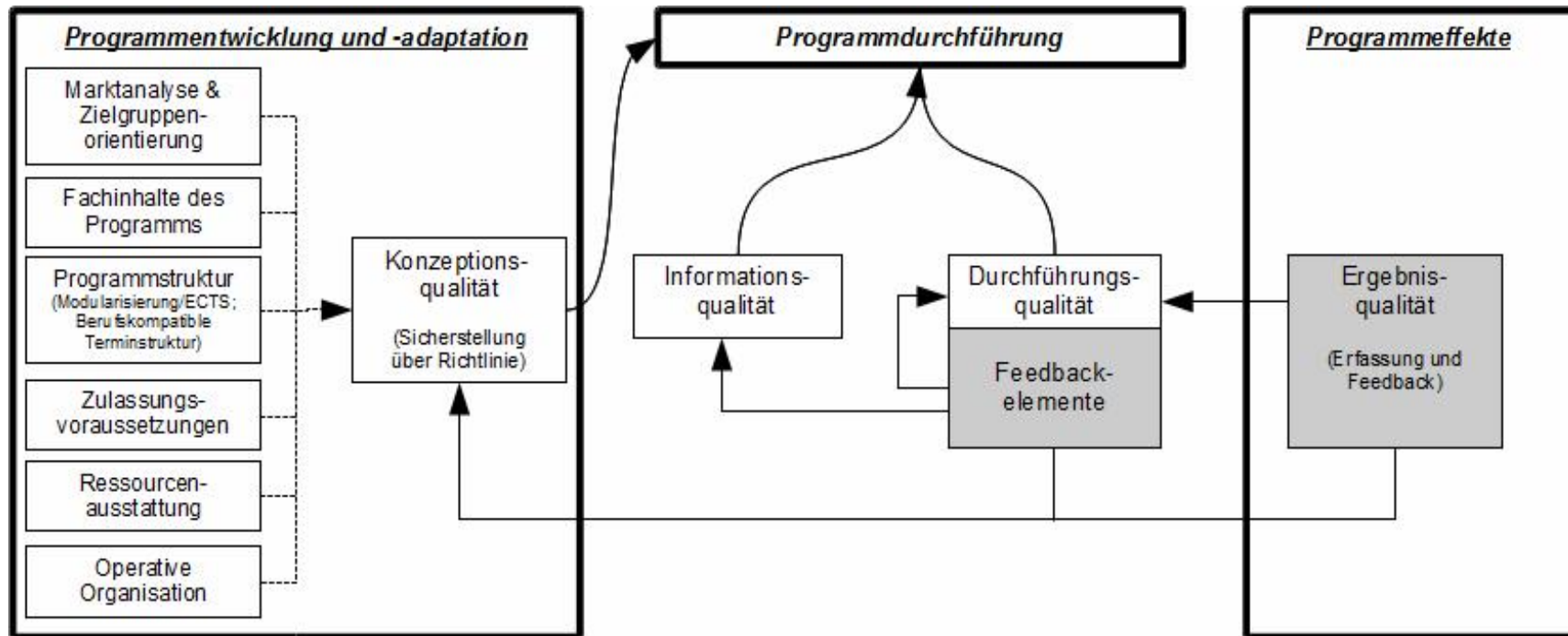
“Optimized through monitoring and feedback

# QAS Model



Quality of conception	Quality of information	Quality of Implementation	Quality of outcomes
Directive	Transparency	Transparency Directive admission interview	Course Statistics (Feedback structure)
		Qualification of Teachers	review of dissertations
		Didactic principles	Graduates Survey
		Examination Regulations / Grades	Questioning of superiors
		Participants survey (Feedback structure)	Questioning of colleagues of the graduates
		Board of Management (Feedback structure)	
		Teachers Survey (Feedback structure)	

# QAS Model



# QAS Model



## “(2) Quality dimensions and associated items and measures

The following are the elements / activities of the QAS- are divided named after the four dimensions of quality and demonstrated the respective objectives and operational responsibilities.

# QAS Model: Design Quality

measures	Description	Responcibility
jurisdiction	<ul style="list-style-type: none"> <li>• Collection and verification of requirements on training market</li> <li>• targeting</li> <li>• description of the subject content</li> <li>• specification of the program structure</li> <li>• specification of the participation conditions</li> <li>• Long-term planning</li> </ul> <p>Operational-administrative organization</p>	Program developers

# Quality of Information



Quality of Information	Description	Responsibility
Transparency	<ul style="list-style-type: none"> <li>• The general theme</li> <li>• Number of seats</li> <li>• Access control</li> <li>• Educational qualifications (competencies)</li> <li>• Curriculum / topic structure</li> <li>• Teaching / Methodology/ Term structure</li> <li>• Venues</li> <li>• Mention of teachers</li> <li>• Module Responsible persons</li> <li>• Learning outcomes</li> <li>• Organization / drain</li> <li>• Registration details (interview), Examination Regulations</li> <li>• Note to participants surveys</li> <li>• Note on contact persons, address complaint (website /</li> </ul>	<ul style="list-style-type: none"> <li>○ Programm-developer</li> <li>○ ZfL</li> </ul>

# QAS Model. Quality of Implementation

<u>measure</u>	<u>goals</u>	<u>description</u>	<u>responsibility</u>
<u>Participant inter-view</u>	Application for the participants (avoiding "false participation", which leads to personal books frustration, discouragement and anger, and subsequently to declining quality of teaching in general)	<ul style="list-style-type: none"> <li>Standardized interview for the selection of participants</li> </ul>	○ <u>Programm leader</u>
<u>Qualification of the teachers</u>	<u>ensuring the level of profes- chen teachings, as well as the character "BOKU course"</u>	<p>Fixed% rate of teacher-hours (or contact hours) will be held from habilitated scientists BOKU</p> <p>Teachers who do not belong to the firm BOKU staff have teaching qualifications as well as in the thematic relevant subjects</p>	○ <u>Programm leader</u>



# QAS Model. Quality of Implementation

<p><u>Didactic principles</u></p>	<p>ensure the quality of the various educational events and the actual teaching-learning processes •</p> <ul style="list-style-type: none"> <li>• Promote transfer o program directory</li> </ul>	<p><u>Orientation to Learning Outcomes</u></p> <ul style="list-style-type: none"> <li>• informing the Participants about respective learning objectives</li> <li>• Explain the significance of the subject matter</li> <li>• activation and orientation of previous knowledge of the Participants</li> <li>• use of different teaching methods (lecture, discussion, team work, problem-based learning, Jigsaw, interactive exercises, using multimedia, e-learning)</li> <li>• use of helpful learning materials</li> <li>• feedback on approach and performance</li> <li>• Related to practice / application, a connection of people from the practice</li> </ul>	<ul style="list-style-type: none"> <li>o <u>Programm leader</u></li> <li>o <u>teachers</u></li> <li>o <u>ZfL</u></li> </ul>
<p><u>Examination Regulations / performance certificates</u></p>	<p>ensuring equal criteria for evaluations and certification of successful <u>absolvement</u> proceedings of the program •</p>	<ul style="list-style-type: none"> <li>• Examination Regulations designate unambiguously the grading criteria and <u>regelt</u> clearly the terms of the pos.</li> </ul>	<ul style="list-style-type: none"> <li>o <u>Programm leader</u></li> <li>o <u>teachers</u></li> </ul>
<p>Participants' survey</p>	<p>recording the opinions of the participants and participants for feedback information</p>	<ul style="list-style-type: none"> <li>• Course evaluation</li> <li>• "Mid Term" Program Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>o <u>Programm leader</u></li> <li>o <u>teachers</u></li> <li>o <u>SQM</u></li> </ul>



# QAS Model. Quality of Implementation

Complaints management	<u>ensure low-threshold possibility of ad hoc announcement of complaints and criticisms</u> •	Existence of an online form on the participants and participants discomfort, but can also deposit criticisms, suggestions for improvement	○ SQM
Teacher-sensing	survey of the opinions of the teachers for feedback information •	Event Review • Documentation related program aspects	○ <u>Programm leader</u> ○ <u>teachers</u> ○ SQM ○ <u>ZfL</u>

# QAS Model. Quality of Outcome

Measure	Goals	Description	Responsibility
Participants' survey	recording the opinions of the participants and participants o program directory <u>sponsible</u> o Teachers o SQM o <u>ZfL</u>	<ul style="list-style-type: none"> <li>for feedback information outlet survey ("Final Term" program evaluation)</li> </ul>	<ul style="list-style-type: none"> <li>Programm leader</li> <li><u>teachers</u></li> <li>SQM</li> <li><u>ZfL</u></li> </ul>
Statistics course	review and documentation on the program's success and providing feedback information to optimize future <u>Programms</u>	identifying relevant key performance indicators (based on previously collected data continuously): <ul style="list-style-type: none"> <li>Participation rate</li> <li>Drop-out rate</li> <li>extent / proportion of recognized external teachers</li> </ul>	<ul style="list-style-type: none"> <li>Programm leader</li> <li><u>teachers</u></li> <li>SQM</li> </ul>
Review of Graduate Work	verify compliance with the design of the program de-scribed criteria for final papers and provision of feedback information to optimize future pro-	<ul style="list-style-type: none"> <li><u>Spot-checking of thesis based on the evaluation criteria</u></li> </ul>	<ul style="list-style-type: none"> <li>SQM</li> <li><u>ZfL</u></li> </ul>

# QAS Model. Quality of Outcome

<p>Review of Graduate</p>	<p>Survey of graduates review of the sustainability of the learning success and transfer follow-up survey approximately 1 year after completion of the program:</p> <ul style="list-style-type: none"> <li>• Presence of learning / competencies</li> <li>• completion of transfer in vocational o SQM</li> </ul> <p>Questioning of superiors / colleagues of the graduates review of the sustainability of the learning success and transfer from third perspective Approx. 1 year after completion of the program survey:</p> <ul style="list-style-type: none"> <li>• Visible learning effects (knowledge, skills)</li> <li>• completion of transfer in professional everyday o SQM</li> </ul> <p><u>Examination of knowledge transfer and sustainability of knowledge</u></p>	<p>Follow-up-interviews</p> <ul style="list-style-type: none"> <li>• <u>1 year after finalising the programme</u></li> </ul>	<ul style="list-style-type: none"> <li>o SQM</li> </ul>
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# QAS Model. Quality of Outcome



<p>Survey of <u>employees of the graduates / the geaduates</u></p>	<p>review of the sustainability of the learning success and transfer follow-up</p>	<p>survey approximately 1 year after completion of the program:</p> <ul style="list-style-type: none"> <li>• Presence of learning / competencies</li> <li>• completion of transfer in vocational</li> <li>• Visible learning effects (knowledge, skills)</li> <li>• completion of transfer in professional everyday</li> </ul>	<p>○ SQM</p>
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# QAS Model



## “(3) Checklist („to do’s“ for every program- round)

→ handout



# EOF



## The European Qualifications Framework (EQF)

“ The European Qualifications Framework (EQF) acts as a translation device to make national qualifications more readable across Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning.

.

# EQF



- “ The EQF aims to relate different countries' national qualifications systems to a common European reference framework. Individuals and employers will be able to use the EQF to better understand and compare the qualifications levels of different countries and different education and training systems.
- “ Agreed upon by the European institutions in 2008, the EQF is being put in practice across Europe. It encourages countries to relate their national qualifications systems to the EQF so that all new qualifications issued from 2012 carry a reference to an appropriate EQF level. An EQF national coordination point has been designated for this purpose in each country.



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# EQF



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Agreed upon by the European institutions in 2008, the EQF is being put in practice across Europe. It encourages countries to relate their national qualifications systems to the EQF so that all new qualifications issued from 2012 carry a reference to an appropriate EQF level. An EQF national coordination point has been designated for this purpose in each country.



# EQF



The core of the EQF concerns eight reference levels describing what a learner knows, understands and is able to do – 'learning outcomes'. Levels of national qualifications will be placed at one of the central reference levels, ranging from basic (Level 1) to advanced (Level 8). This will enable a much easier comparison between national qualifications and should also mean that people do not have to repeat their learning if they move to another country.



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The EQF applies to all types of education, training and qualifications, from school education to academic, professional and vocational. This approach shifts the focus from the traditional system which emphasises 'learning inputs', such as the length of a learning experience, or type of institution. It also encourages lifelong learning by promoting the validation of non-formal and informal learning.

# EQF



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This reflects a wider shift within which the EQF is acting as a catalyst for reforms: most Member States are now developing their own National Qualifications Frameworks (NQFs) based on learning outcomes. Several countries (IE, MT, UK, FR and BE-Flanders) already have one in force.



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## Easier comparison

At present, an enterprise in France may hesitate to recruit a job applicant from, say, Sweden, because it does not understand the level of the qualifications presented by the Swedish candidate. But once the EQF is fully implemented, a Swedish person's certificates will bear a reference to an EQF reference level. The French authorities will have already decided where their own national certificates in the field concerned lie, so the French enterprise would use the EQF reference to get a better idea of how the Swedish qualification compares to French qualifications.

# EQF



“An EQF advisory group brings together representatives from national authorities and other stakeholders to help with the implementation of the framework. Its work is complemented by the EU-wide Learning Outcomes Group which supports debate and peer learning on relevant issues, focusing on the development of national qualifications frameworks and the [validation of non-formal and informal learning](#).

The EQF initiative is closely related to the [qualifications framework for the European Higher Education Area](#) : the two frameworks are compatible and their implementation is coordinated.

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## More information

“Summary of the [EU legislation establishing the European Qualifications Framework](#)”

## EQF internet portal

“[Portal](#) dedicated to the implementation of the European Qualifications Framework for lifelong learning”



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# Thank you for your attention!

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