



Universität für Bodenkultur Wien
University of Natural Resources
and Life Sciences, Vienna

Continuing Education and Life Long Learning at BOKU: Quality assurance system

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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

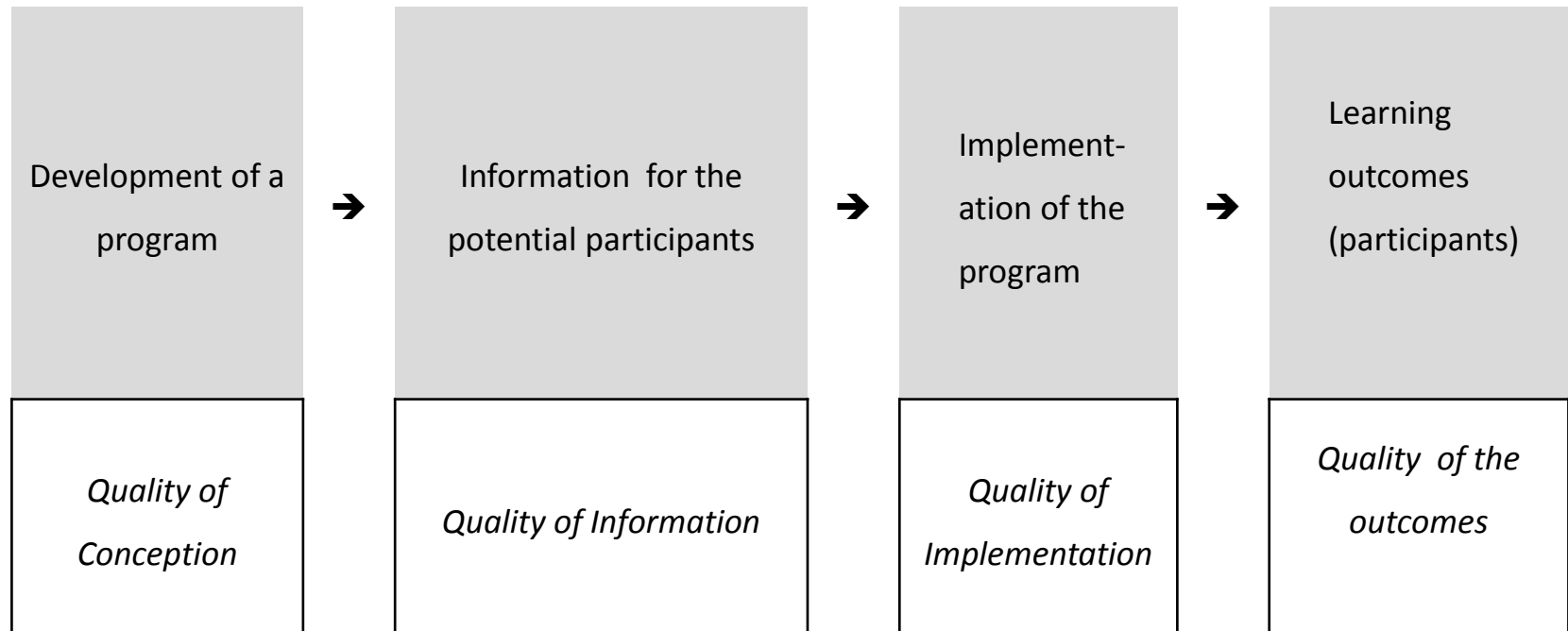
- Alumni
- In natural science interested people
- Socially disadvantaged people
- Handicapped people
- Elderly people



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

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

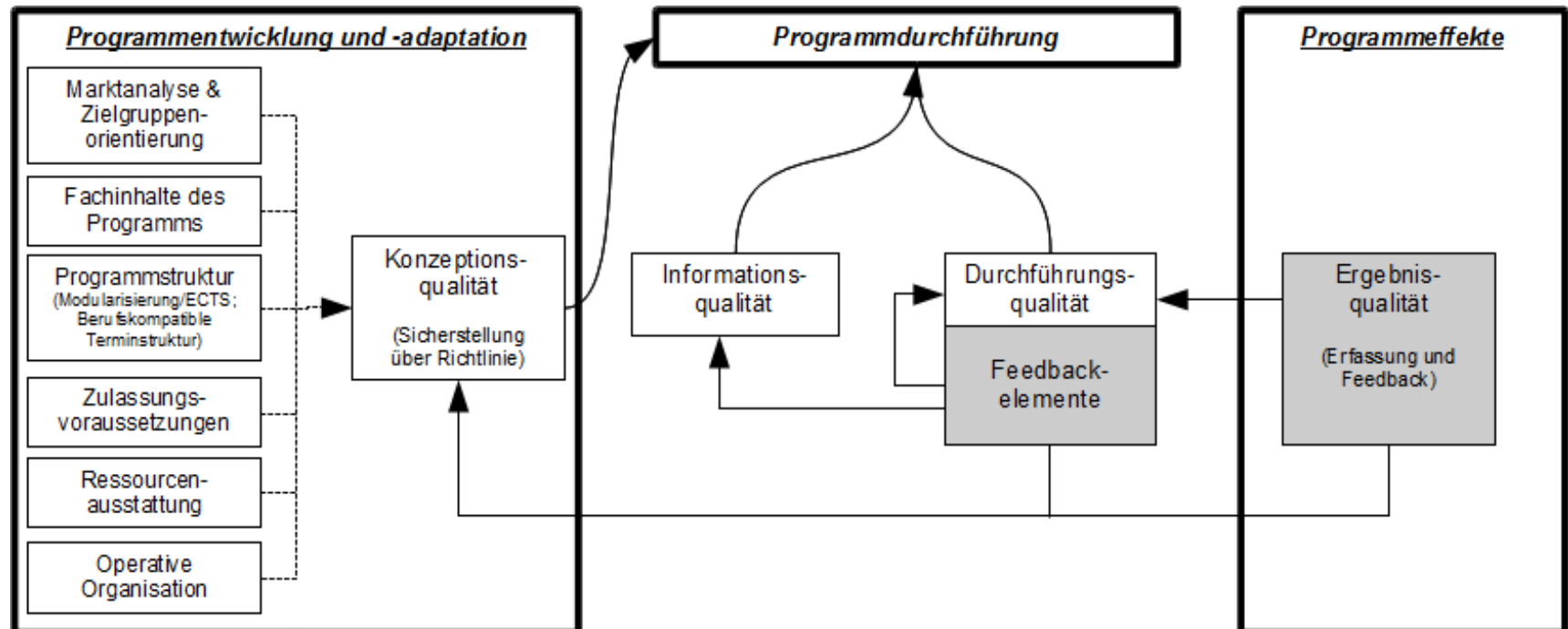
Learnings quality is settled

- 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



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

QAS Model: Quality of Information



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

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

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	○ Programm <u>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"> for feedback information outlet survey ("Final Term" program evaluation) 	<ul style="list-style-type: none"> Programm leader teachers SQM <u>ZfL</u>
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"> Participation rate Drop-out rate extent / proportion of recognized external teachers 	<ul style="list-style-type: none"> Programm leader teachers SQM
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"> <u>Spot-checking of thesis based on the evaluation criteria</u> 	<ul style="list-style-type: none"> SQM <u>ZfL</u>

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"> • Presence of learning / competencies • completion of transfer in vocational <p>o SQM</p> <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"> • Visible learning effects (knowledge, skills) • completion of transfer in professional everyday <p>o SQM</p> <p><u>Examination of knowledge transfer and sustainability of knowledge</u></p>	<p>Follow-up-interviews</p> <ul style="list-style-type: none"> • <u>1 year after finalising the programme</u> 	<ul style="list-style-type: none"> o SQM
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QAS Model: Quality of Outcome



<p>Survey of <u>employees of the graduates / the graduates</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">• Presence of learning / competencies• completion of transfer in vocational• Visible learning effects (knowledge, skills)• completion of transfer in professional everyday	<p>○ SQM</p>
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QAS Model

- **(3) Checklist („to do´s“ for every program-round)**

→ handout

Thank you for your attention!

University of Life Sciences Vienna

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