



Universität für Bodenkultur Wien

# Quality Management at BOKU

## Tempus Project QANTUS: Training Course at BOKU

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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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## Bologna 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.**”

### 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 qualification 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
-

# BOKU Quality Management System



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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
-

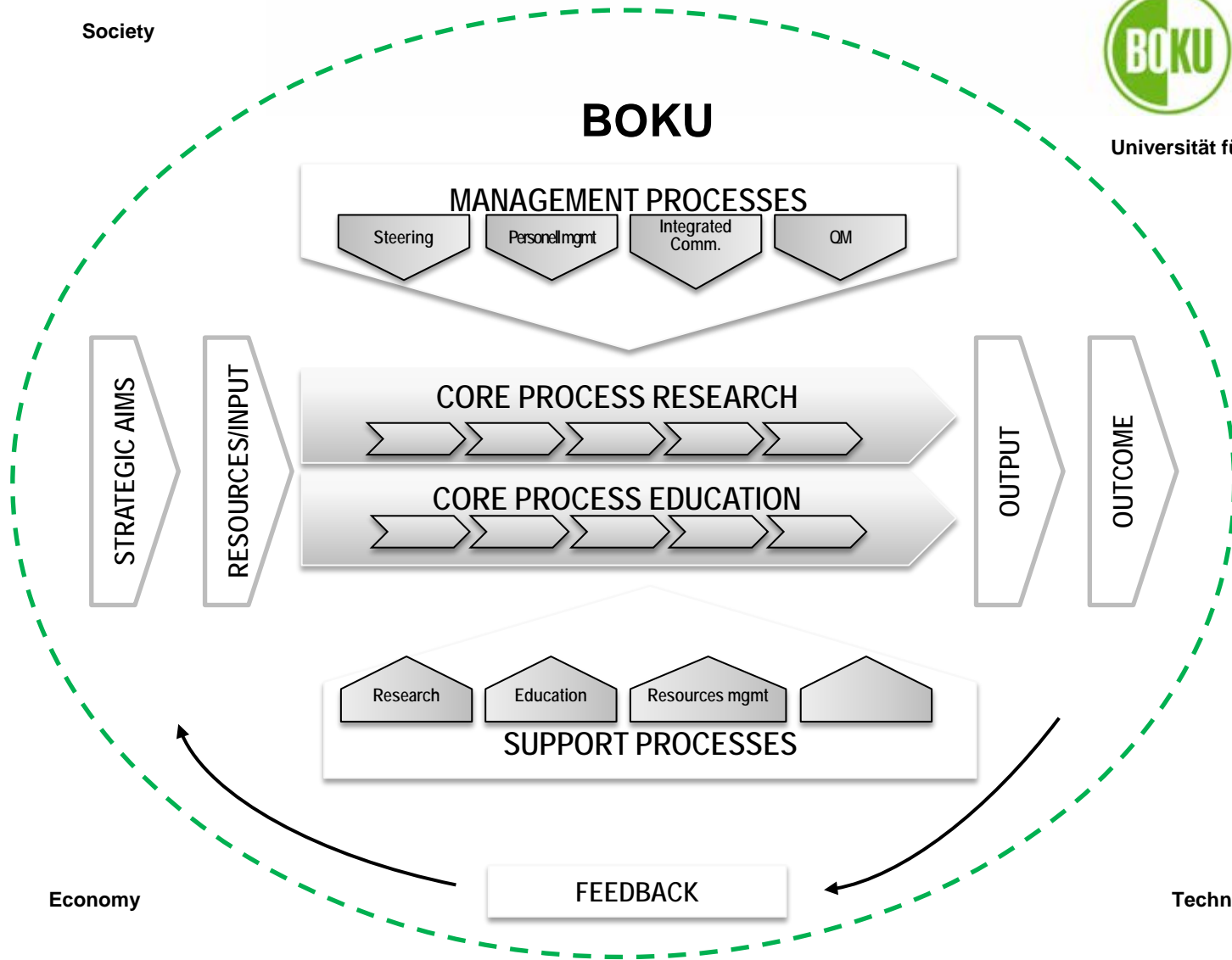
Society



Nature/Ecology

# BOKU

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## MANAGEMENT PROCESSES

Steering

Personellmgmt

Integrated Comm.

OM

## CORE PROCESS RESEARCH

## CORE PROCESS EDUCATION

OUTPUT

OUTCOME

## SUPPORT PROCESSES

Research

Education

Resources mgmt

FEEDBACK

STRATEGIC AIMS

RESOURCES/INPUT

Economy

Technology

# BOKU Quality Management System



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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

### **Graduate survey with INCHER Kassel & graduate tracking**

### **Reporting and monitoring:**

Human capital report, achievement report, sustainability report

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## Evaluation of Departments 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

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## 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 operational plan**

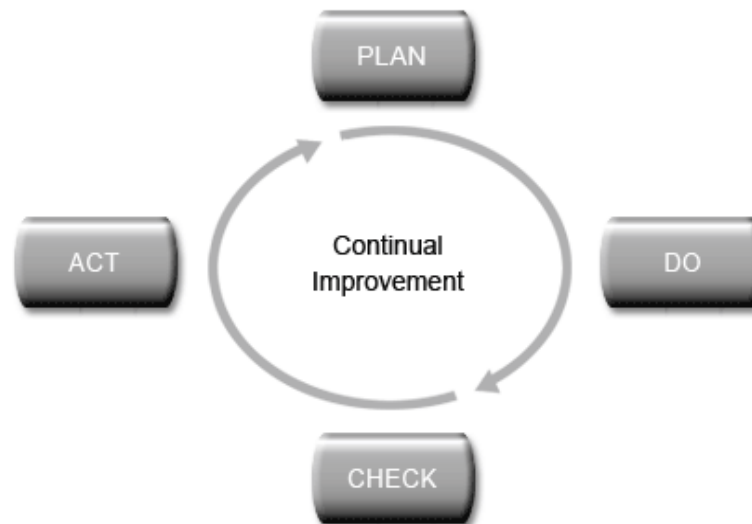
## Core idea of Self-Assessment-Report:

**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





## 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



## 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



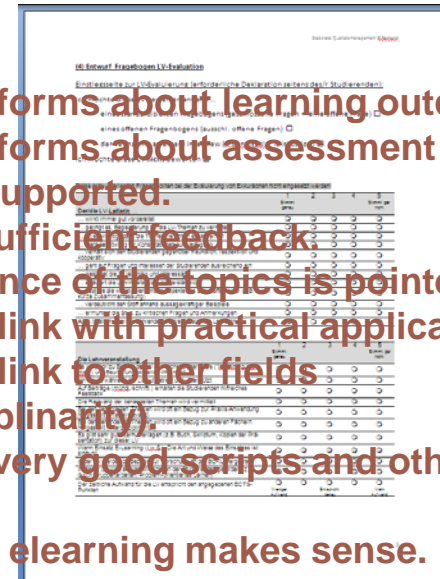
## Course Evaluations: Main dimensions:

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

Additional specific items for:

- seminars
- practical work
- excursions

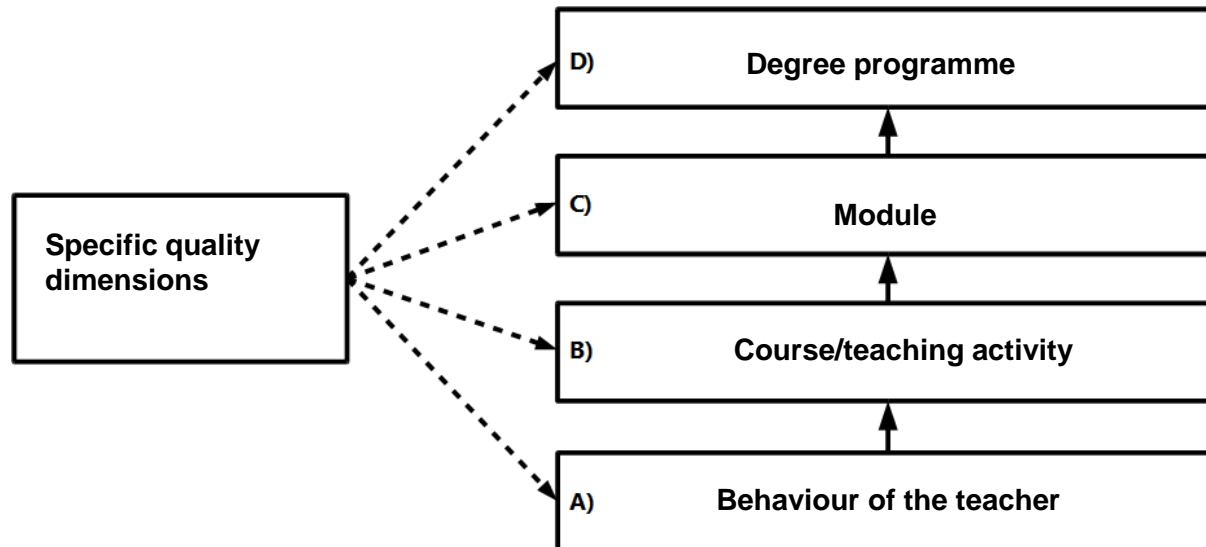
Teacher informs about learning outcomes.  
Teacher informs about assessment criteria.  
I am well supported.  
I receive sufficient feedback.  
The relevance of the topics is pointed out.  
There is a link with practical applications.  
There is a link to other fields (interdisciplinarity)  
There are 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.



The screenshot shows a course evaluation form titled "UfE - Einzelfragebogen LV-Evaluation". It includes a table with columns for "Frage", "Ja", "Nein", "W", "N", and "Bsp". The table contains various evaluation items, such as "Entwickelte zur Vertiefung der Fachkenntnisse geeignete Lernaktivitäten" and "Es gibt eine gute Verbindung von Theorie und Praxis". The ratings are mostly "0" or "1", indicating a high level of satisfaction.



# Evaluation of Teaching and Learning





## A) Behaviour of the Teacher:

### A good teacher...

*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*.



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## Euro League of Life Sciences (ELLS)

- 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**
-



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# Euro League of Life Sciences: QA Support Group

## Objectives:

- To carry out an exchange of information between the ELLS universities in the area of quality assurance, evaluation, benchmarking and quality development with special emphasis on teaching and learning
- To improve and further develop the quality of courses and international Master programmes
- To improve evaluation procedures and follow up processes

Members:      Experts from all member universities  
                  Student association  
                  ICA

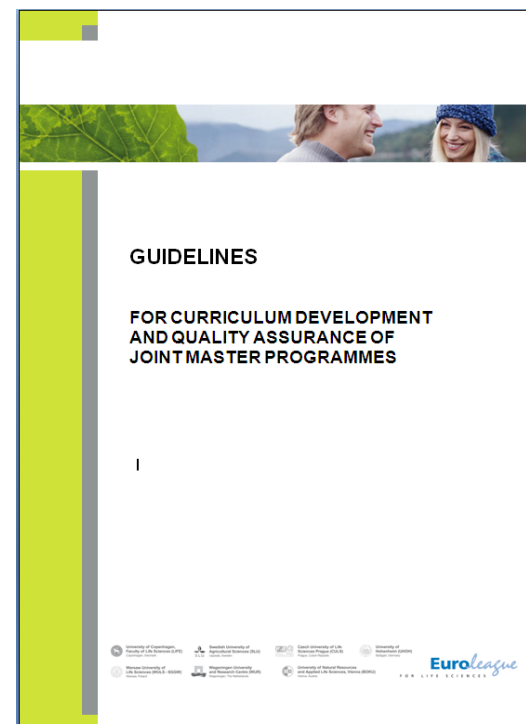
**Euroleague**  
FOR LIFE SCIENCES

# 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



# Criteria: Learning, Teaching & Assessment

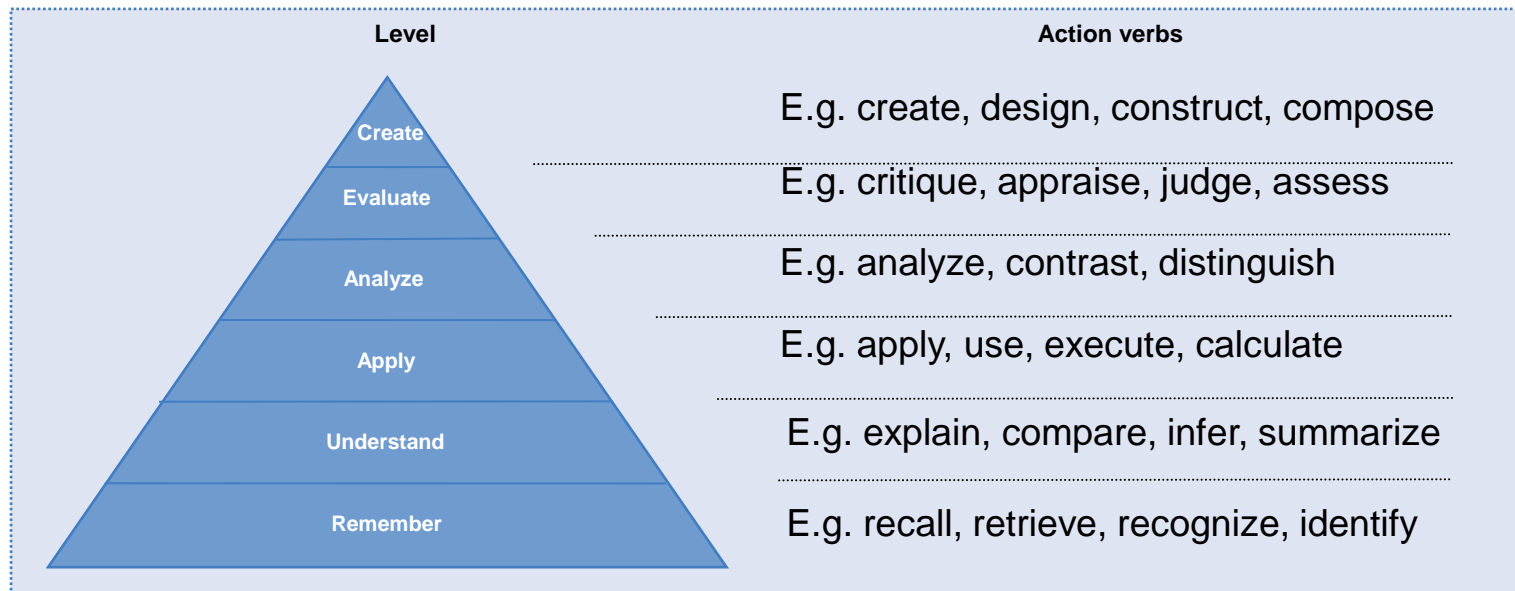


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- I. Teaching and learning activities must be designed to achieve the intended learning outcomes, consider the student group and the context of the programme.
  - The focus is on student centred learning approaches,
  - Teaching and learning activities are innovative,
  - The added value of the joint programme must be effective,
  - The international dimensions of these activities must be addressed.

# Recommendation: Learning Outcomes

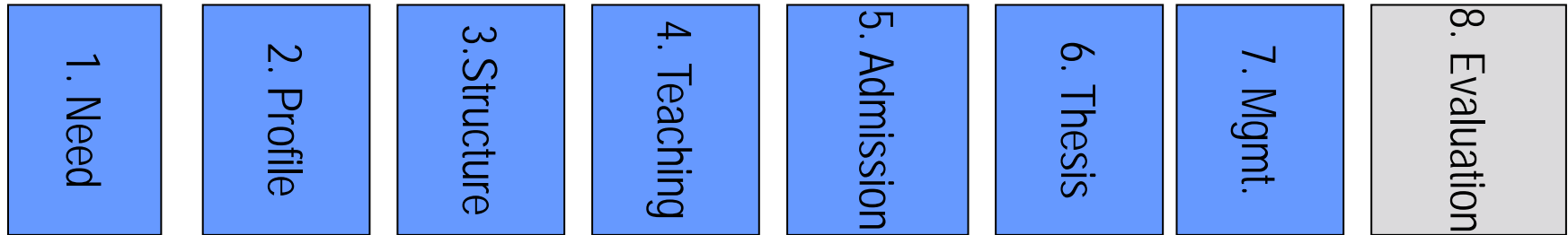
Example for Bloom's Taxonomy after Anderson et al. 2001



# Evaluation of quality criteria



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



# Guidelines: Thesis Evaluation Form



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Guidelines: Curriculum Development of Jdini Mäzler

## 4.8 Thesis Evaluation Form

Name: \_\_\_\_\_ Title of Thesis: \_\_\_\_\_

University: \_\_\_\_\_

Starting Date: \_\_\_\_\_ Finishing Date: \_\_\_\_\_ Number of pages: \_\_\_\_\_

Evaluation Criteria	Comments	Grade points/ Grade c
<b>Problem definition</b> <ul style="list-style-type: none"> <li>▪ relevant</li> <li>▪ clearly phrased</li> <li>▪ feasible</li> </ul>		
<b>Research design</b> <ul style="list-style-type: none"> <li>▪ theoretical framework</li> <li>▪ research methods</li> </ul>		
<b>Execution</b> <ul style="list-style-type: none"> <li>▪ scholarly level</li> <li>▪ level of innovation</li> </ul>		
<b>Research results</b> <ul style="list-style-type: none"> <li>▪ description</li> <li>▪ analysis</li> </ul>		
<b>Analytic, Interpretation, conclusion c</b> <ul style="list-style-type: none"> <li>▪ clear</li> <li>▪ defensible</li> </ul>		
<b>Justification of the course and literature used</b>		
<b>Clearly phrased reporting</b>		
<b>Structure of the thesis</b>		
<b>Further comments</b>		
<b>Grade?</b>		

Date, Name and signature of the examiner

\_\_\_\_\_

<sup>1</sup>Criteria developed by the University of Utrecht [www.uu.nl](http://www.uu.nl) and modified by the Burdeague

<sup>2</sup>Grade c according to national grading systems or adoption of the ECTS-System



## Lessons learnt

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



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## 2. QM network of Austrian universities

~ 50 members from all 22 Austrian universities:

QM,  
controlling,  
curriculum development,  
didactics,  
research documentation...

3 meetings per year

Homepage with an internal discussion forum



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## QM network of Austrian universities

Working groups:

- surveys on graduates
- evaluation of scientists
- peer counselling
- analysis of students' progression
- setting up a QMS
- preparation of a quality audit



## 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



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# Resumee

- 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:

- QA Group of ELLS: [www.euroleague-study.org/supportteams/quality/index.html](http://www.euroleague-study.org/supportteams/quality/index.html)
- European University Association EUA: [www.euy.be/eua.index.isp](http://www.euy.be/eua.index.isp)
- Network QM of Austrian universities: [www.qm-netzwerk.at/Home/das\\_netzwerk/](http://www.qm-netzwerk.at/Home/das_netzwerk/)
- Quality Management at BOKU: [www.boku.ac.at/qm.html](http://www.boku.ac.at/qm.html)



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**Thank you for your attention!**

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