

Qualitätssicherung von Joint Programmes

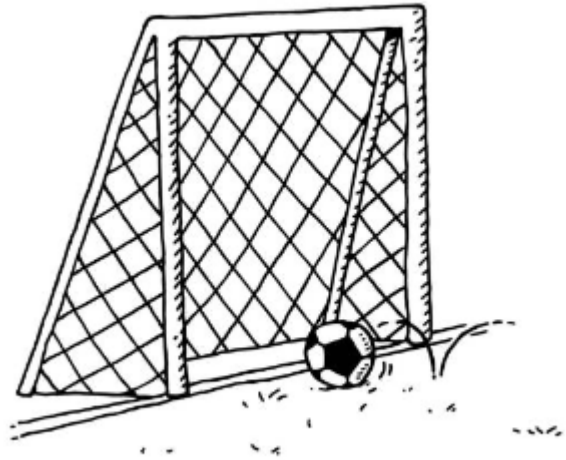
Bologna Tag 2024, Thomas Guggenberger



Überblick

- Ziele von Joint Programmes
- Einbettung der Qualitätssicherung
- Ebenen der Qualitätssicherung
- Beispiele: QS intern & auf Netzwerkebene
- Lessons learnt & Herausforderungen

1. Qualitätssicherung → Ziele



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Joint Programmes: Ziele auf Ebene der Universität

- international **visibility**,
- attracting **foreign talent**,
- better performance in **rankings**,
- recruitment of future **doctoral students**, or
- offering a **specialization** not available at the home university.

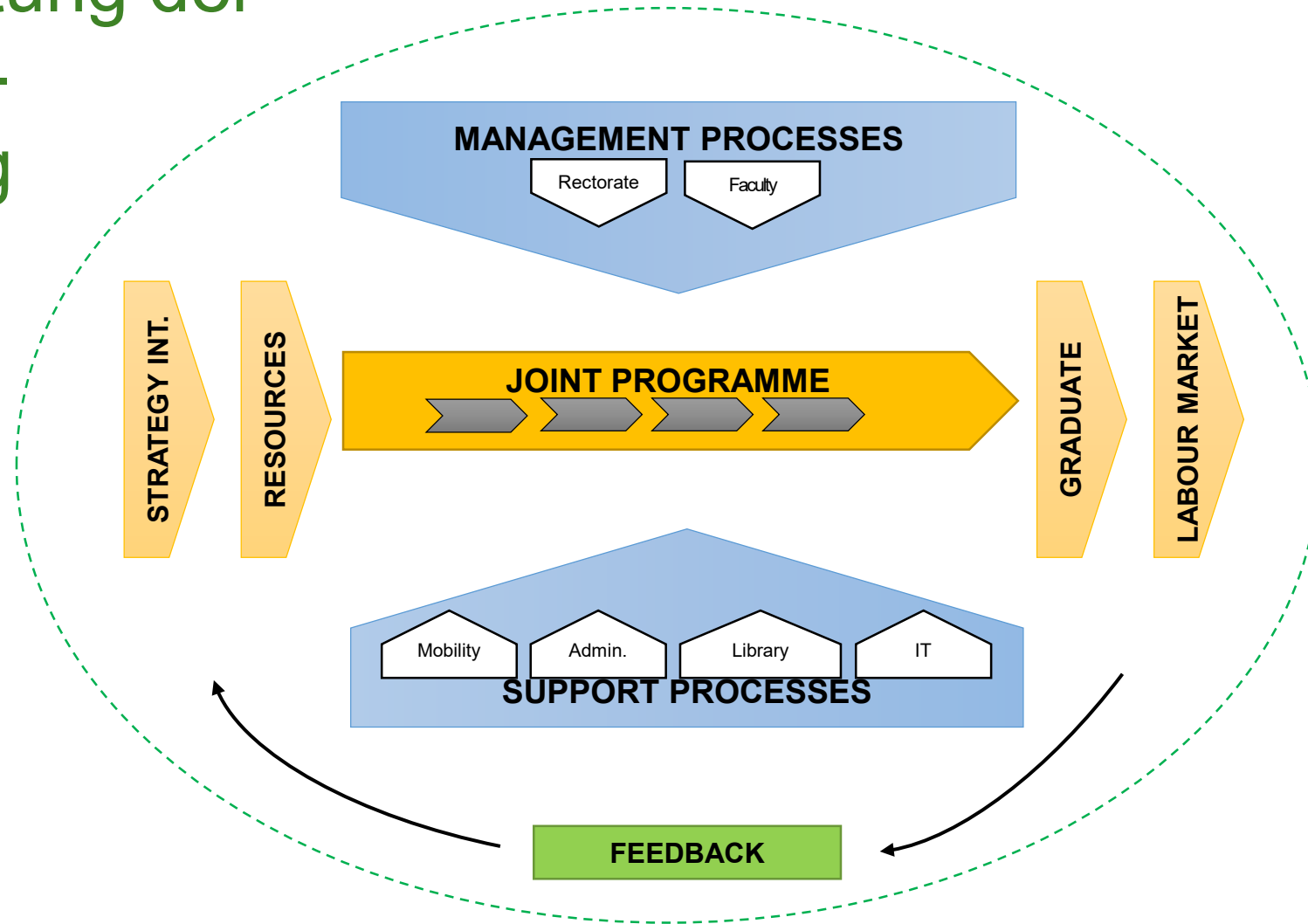
EAIE Blog, 10.9.2019: Mirko Varano, Andries Verspeeten

Joint Programmes: Ziele für die Studierenden

- offer a specialist, innovative curriculum by combining the education and research **strengths of individual institutions** (so that the whole is greater than the sum of its parts) - “Jointness”,
- preparation for an increasingly **global labour market**,
- increase **cross-cultural competencies** of students and staff,
- improve the **quality** of the curriculum,
- gain access to the **expertise of a partner institution** and its research networks.

Rosa Becker: Joint Programmes from A to Z. A reference guide for practitioners. FaBoTo+ project. 2020

2. Einbettung der Qualitäts- sicherung



3. Ebenen der Qualitätssicherung

JOINT PROGRAMME

Lehrveranstaltung/Modul:

- Feedback in der Lehrveranstaltung,
- Standardisierte Lehrveranstaltungsbewertung mit geschlossenen/offenen Fragen

Studienprogramm:

- Studieneingangsphase,
- QS nach dem ersten Studienjahr,
- Studienabschlussbefragung,
- Absolvent*innenstudien

Ebenen der Qualitätssicherung

Support:

- Informationsangebot auf der Homepage und in Social Media,
- Beratungen durch Serviceeinrichtungen, Programmkoordinator*innen & Lehrende,
- Zulassung, Prüfungsadministration & Abschluss,
- Welcome Week,
- Buddy System,
- ..



SUPPORT PROCESSES

4. EMABG



EUROPEAN MASTER IN ANIMAL BREEDING AND GENETICS

The European Master in Animal Breeding and Genetics (EMABG), a 2-year Master course taught in English. EMABG students spend their studies at two of our six Consortium universities.

WRITTEN SURVEY

Questionnaire: Welcome course, application process, expectations

Meeting of consortium and QAB

Questionnaire: Introduction, first and second semester, internship

Questionnaire: Summer course → ELLS guidelines

Meeting of consortium and QAB

Questionnaire: Whole MSc. programme

Alumni survey (SLU)

ORAL FEEDBACK

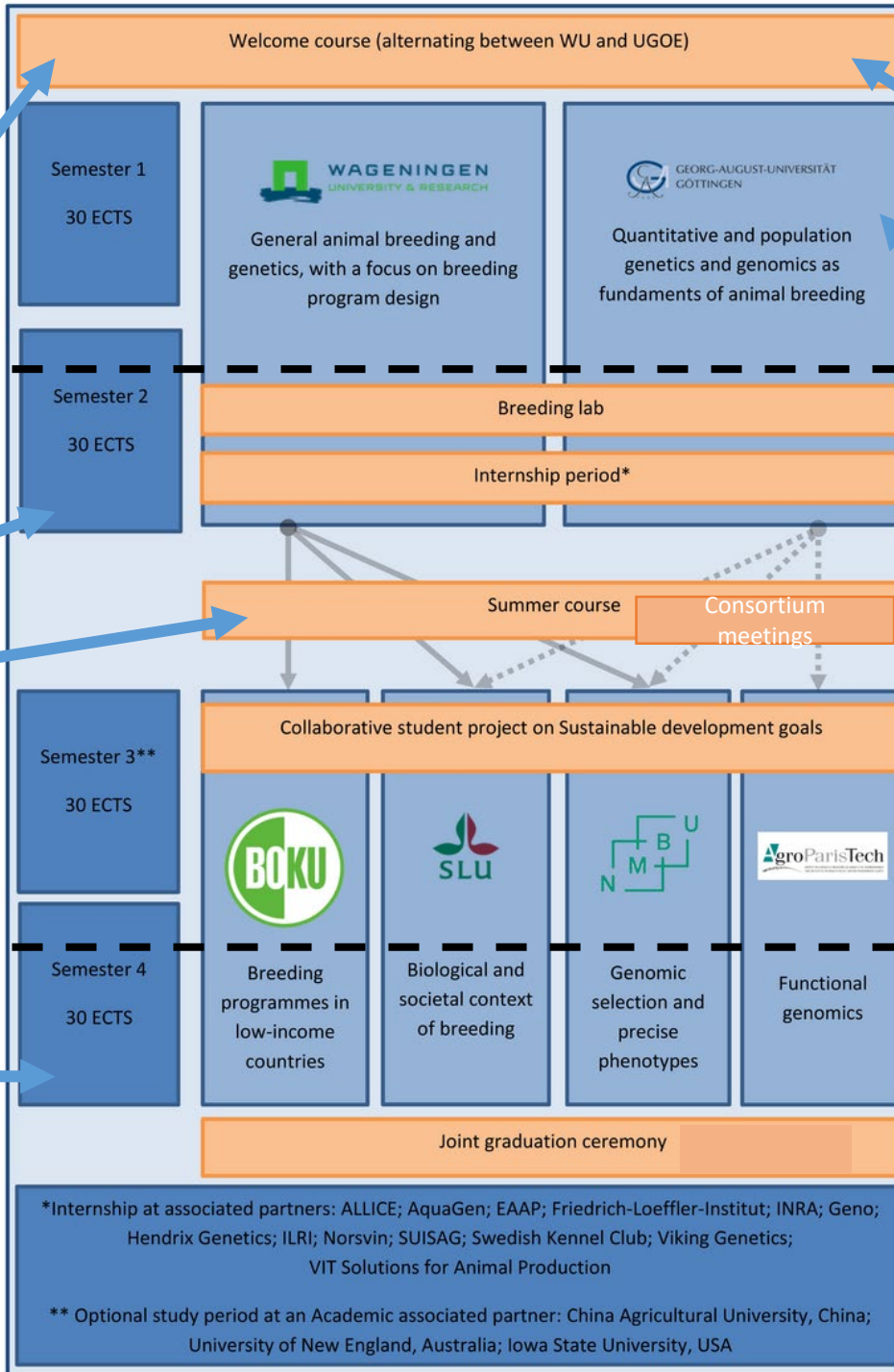
Feedback about application process → implementation by partners

Meetings with students at each university

Focus group discussion with all students from first year

Workshop with students and teachers: Discussion of specific points

Workshop with students and teachers: Discussion of specific points



Fokusgruppe zur sozialen und akademischen Integration

Social integration, e.g.:

- How did you communicate with your student colleagues? Where did you meet? What did you like about the contact with other students, what did you miss?
- Please describe your relation with EMABG students? Did/do you live together in the same student home, did/do you do sports, hobbies etc. together or is/was your contact mainly through the internet?
- How do you feel about the “EMABG family”: Students and teachers?
- What do you suggest in order to foster social integration at your host university?

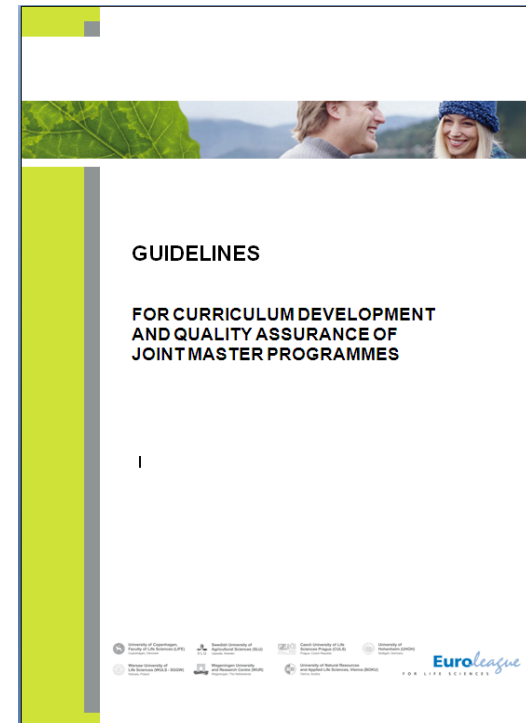
Fokusgruppe zur sozialen und akademischen Integration

Academic integration, e.g.:

- Which are the main differences in teaching and learning between your home country and your host university?
- What was most difficult for you?
- How do you assess the level of English of students and teachers?
- What did you do if a course was difficult? Which support did you receive, which support did you not receive (e.g. for the preparation of exams)?
- How do you assess the relation with your teachers?
- What do you suggest in order to foster academic integration at your host university?

Guidelines for Quality Assurance of Joint Master Programmes

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



5. Learning, Teaching and Assessment

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

Thesis Evaluation Form

Guidelines Curriculum Development of Jdnl Master

4.8 Thesis Evaluation Form

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

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

Date, Name and signature of the examiner

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? Criteria developed by the University of Utrecht www.uu.nl and modified by the Burdeague
? Grades according to national grading system and adoption of the ECTS-System

5. Lessons learnt & Challenges

- Schärfung der Ziele von Joint Programmes
 - Fokussierung der QS, Orientierung an konkreten Bedarfen
 - Schlanke Verfahren
 - Keine Parallelitäten der QS in Netzwerken
 - Tools kontinuierlich reflektieren und weiterentwickeln
- QS und Qualitätsentwicklung zum Thema machen



<https://www.rrk-online.de/ruder-rb2016/iks16/iks16.htm>



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<https://boku.ac.at/universitaetsleitung/rektorat/stabsstellen/qm>