

# Quality Management Teaching

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[www.uni-salzburg.at/qm](http://www.uni-salzburg.at/qm)

# Overview

- Development of the quality assurance process
- Quality assurance of study programmes: Monitoring and evaluation
- Overview of current measures
- Details of current measures
  
- Overall 20 slides

# A continuous process since 2004

- Initiated by the vice rector for teaching
- Advising group of experts from within the university
- Basic considerations concerning the universities QM-model
- Collection of quality related issues
- Agreement on measures to be taken

# Monitoring and evaluation of study programmes I

- Monitoring: statistics on active students and graduates (also in relation to full time professors)
- Evaluation:
  - **Data Analysis**: first year students, drop out/ retention rate, active students, graduates, study duration, retention after first degree
  - **Qualitative Analysis I (based on criteria)**: qualification profile, learning outcomes, implementation of modules, alignment of course descriptions and curriculum....
  - **Qualitative Analysis II (discourse)**: quality circles with students, lecturers, members of curriculum commission, experts from other universities, professional associations, representatives of the labour market...

# Monitoring and evaluation of study programmes II

- Continuing Evaluation:
  - Evaluation of seminars/lectures
  - Evaluation of student workload (within seminars/lectures)
  - Evaluation of modules
  - Survey among students
  - Survey after graduation
  - Alumni survey
  - Survey among representatives of labour market

# Early measures

- Standard-agreements between students and their supervisors for master-, diploma- and Ph.D-theses
- Software for plagiarism detection
- Standards for student oriented information about master and diploma theses
- Standards for the information of prospective students

# Current measures

- Course evaluation ([link](#))
- Workload evaluation ([link](#))
- Internal target agreements (2008-10; 2013-15; [2016-2018](#))
- Day of teaching ([link](#))
- Teaching award ([link](#))
- Teaching report, since 2015 PLUSreport ([link](#))
- Handbook for teaching staff ([link](#))
- Standards for study programmes and teaching ([link](#))
- Alumni Survey and Exit Poll ([link](#))
- Focus on university didactic ([link](#))





# Course evaluation II

## Formative course evaluation

**Course Feedback**

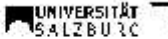
Direct feedback to the lecturer: \_\_\_\_\_

about course: no. \_\_\_\_\_ type \_\_\_\_\_

I wish I had _____	I didn't like _____
I wish we had done more _____	I wish we had done less _____
Additional comments and specific suggestions:	

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# Workload evaluation

1130940750 **Course Feedback** for written course 

### WORKLOAD assessment

In the process of adjusting the old system to the International Bachelor and Master programme students receive ECTS credits for every course. Until now the amount of credits granted for each course has been estimated. Therefore we would like to ask for an honest assessment of your actual workload.

Your assessment is based on the course workload as well as on other individual factors. In some courses the workload remains constant throughout the term, while it varies in others during the semester. If the workload is inconsistent, you should at first specify the minimum amount of hours spent per week (i.e. time of attendance) and then evaluate the workload for other phases.

You can use the following criteria to determine your overall workload. Try to estimate the hours spent for every category, or partially, or completely within a time period (help those categories that do not apply to you). In the end, add up all hours and write them in the provided space. Additionally, fill in the respective circles below to evaluate your satisfaction by the activities.

Course attendance (attendance, attendance test)	
Distances which were necessary at the place of study (i.e. the distance from one building to another, but not the distance from your home to the department)	.....
Self-study (preparation, reading or research, homework, correction, answer to groups, exercises, etc.)	
Preparation of presentations/papers (reports, essays, research paper, speeches, etc.)	
Writing a paper/thesis (writing abstract, outline and distribution of the thesis, etc.)	
Preparation for assessment (pre-, written or practical tests or exams, etc.)	.....
Other tasks outside attendance time (if applicable, e.g. reading group tasks, etc.)	.....

Write down TOTAL SUM of HOURS spent in this field (you can use all available cells in the corresponding circles below) → 

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Do you like how the workload assessment of this, or the 5 minutes or so that it takes to do it?  
Please indicate your satisfaction by the number of stars (1-5) in the circles below:

★	★	★	★	★
★	★	★	★	★
★	★	★	★	★
★	★	★	★	★
★	★	★	★	★
★	★	★	★	★
★	★	★	★	★
★	★	★	★	★
★	★	★	★	★

**Additional information**

- The form will be collected by the student representatives and will be put into the designated envelope. It will be distributed back to you and returned to you and then is returned to the staff. The envelope is to be sent to the responsible faculty office or the IPPE office (see envelopes).
- Your questionnaire (direct and/or feedback) remain with the lecturer.
- Your anonymity in this survey is guaranteed. If you have some questions, email: [enw@salzburg.ac.at](mailto:enw@salzburg.ac.at)

More details on course and faculty: [www.uibz.salzburg.ac.at/en](http://www.uibz.salzburg.ac.at/en)

## Internal Target Agreements 2016-2018

- Part of the ITA is the improvement of the quality of teaching and studying (degree of capacity utilisation, compliance of QA standards,..)
- Folder containing suggestions about the seven standard catalogues
- Every department came up with targets in this area
- Targets to be met by summer 2018
- Currently: Target Agreements are signed
- Follow up: interim report 2017, final report 2018

# Day of teaching

- Annual day dedicated to teaching
  - 2008: teaching & learning
  - 2009: teaching & assessing
  - 2010: activating students – active learning
  - 2011: teaching/learning & Bologna
  - 2012: research based teaching/learning
  - 2013: cooperative teaching
  - 2014: design exams – asses performance
  - 2015: competence orientation
  - 2016: competences and motivated teaching



[www.uni-salzburg.at/qe-eval/tag-der-lehre](http://www.uni-salzburg.at/qe-eval/tag-der-lehre)

# Teaching award

- 2007/08 & 2008/09: Award for Innovative Teaching
- Since 2009/10: Award for Excellent Teaching
- Every member of the university is allowed to suggest courses
- Suggestions: 2015/16: 29, 2014/15: 41; 2013/14: 29
- Selection criteria: award criteria & student evaluation
- Independent jury

[www.uni-salzburg.at/qe-eval/lv-preis](http://www.uni-salzburg.at/qe-eval/lv-preis)



# Teaching report - PLUSreport

High quality brochure for

- Promoting teaching
- Promoting studying at the University of Salzburg
- Primarily sent to international and domestic partners, politicians, economy representatives...

- Teaching report 2009-2014
- PLUSreport since 2015



# Handbook for teaching staff

- Learning goals & ECTS
- Course planning
- IT support (BB, PLUSonline, etc.)
- Teaching
- Grading
- Evaluation
- Bachelor/Master thesis
- Judicial basic information
- etc.





# Standards for study programmes and teaching

- Standards and recommendations for our university; additionally to the basics and judicial basics in the handbook
  - Lecturer
  - Assignment of lecture
  - Lecture
  - Grading
  - support before, at the beginning, during, at the end and after studies





# Alumni survey

- Collecting private contact data of graduated students since 2007
- Pilot study at the end of 2008
- First bigger study 2009, next bigger study 2017/18
- General feedback on study experience
- Success of alumni on labour market
- Results to be communicated to the Curriculum Commissions

# Exit Poll

- Since 2016
- Every student who graduates gets a survey to evaluate the study program
- Main purpose is to gain information for curricula reform/development
- Difference:
  - Students get this survey immediately after graduation, the focus is on the study program
  - Alumni survey is sent all 4 years, the focus is on the study program, general feedback, success at labour market

# Focus on university didactic

- Human resources development: course university didactic
- Single courses to university didactic
- Literature collection and links
- 12 tips on competence orientated teaching
- Curriculum framework
- Handbook for teaching and handbook for Curriculum Commissions
- Day of Teaching and Price of Excellent Teaching

Thank you!