

**Quality Management,  
Curricula Development  
and Validation of Prior Learning  
at  
Danube University Krems**

# Contents

1. Quality Assurance at Austrian HEI (Universities)
  - Universities Act 2002 – UG
  - Act on Quality Assurance in Higher Education – HS-QSG, 2011)
  - Quality Management at Danube University Krems
2. Development of New Curricula
  - Contents of curricula
  - Process of curricula development and approval
  - Further documents to be attached to curricula proposals,
  - Curricula commission/Senate (members, responsibilities)
3. Validation of Prior Learning
  - Master Programs
  - Non-formal and Informal Learning

# 1. Quality Assurance at Austrian HEI

## Universities Act

- § 14: The universities shall develop their own quality management systems in order to assure quality and the attainment of their performance objectives / The subject of an evaluation is the university's tasks and the entire spectrum of its services.

## Act on Quality Assurance in Higher Education

- External QA (external Q-Audit by EQAR-agency, every 7 years), should address the effectiveness of the internal QA-processes
- Internal QA/QM (strategy, structures and processes, research, teaching, governance, internationalization, communication)

# 1. Quality Assurance at Austrian HEI

## Statute of each University

### Statute „Satzung“ of the University

Principle internal document for university governance, internal structures and detailed regulations all based on “Universities Act 2002”

- Part 2: study regulations based on legal framework / provisions of study law
  - Contents of curricula
  - Process of curricula development and approval
  - Further documents to be attached to curricula proposals,
  - Curricula commission (members, responsibilities)

# 1. Quality Assurance at Austrian HEI

## Detailed Regulations in the Quality Manual

Internal „Quality Manual for Studies and Teaching“

- informs,
- defines processes and responsibilities,
- sets standards,
- provides links to documents

Contents:

- External preconditions (legal, continuing education, Bologna, ECTS, audit)
- Internal preconditions (statute, q-strategy, targets, USPs)
- Structure of the QMS (university level, study course level, structure and types of programs)
- Standards and processes (curricula development, implementation of study courses, admission of students, special requirements for master´s degree programs, examination, evaluation of programs, e-learning, documentation, administration and monitoring, marketing)
- List of further regulations and links to the documents

# 1. Quality Assurance at Austrian HEI Quality Managements System and DUK

Quality development strategy

Process-oriented quality management system in conjunction with a deep-rooted, firmly established quality culture practiced by all staff

The internal control loops planning – implementation – evaluation – feedback apply to both the core activities research and teaching and the interdisciplinary areas (organization, administration, support.)



# 1. Quality Assurance at Austrian HEI

## External Quality Assurance

Danube University Krems undergoes a number of external quality assurance procedures:

- Quality management system audits/certification in compliance with the Act on Quality Assurance in Higher Education
- Study program accreditation by specialized quality assurance agencies
- PhD program accreditation
- Quality certification of individual departments or Centers (ISO 9000, ACBSP)
- Professional accreditation of study programs (practice a profession authorization)

## 2. Development of New Curricula

### Actors:

- Members of the department (internal staff, head of the department, external partners)
- Educational and Organizational Law Unit
- Finance Unit
- Dean of the Faculty
- Office for Quality Management and Teaching Enhancement
- Vice-Rector for Academic Teaching / Scientific Continuing Education
- Curricula Commission / Senate
- Rectorate



## 2. Development of New Curricula

- Members of the departments (design the study program, market analysis, prepare all documents/attachments needed)
- Educational and Organizational Law Unit (operates the curricula submission procedure organizationally, responsible for legal compliance)
- Finance Unit (supports financial planning, final financial check and approval)
- Office for Quality Management and Teaching Enhancement (quality check of curricula, advice and coaching – organizing internal trainings, round tables)
- Vice-Rector for Academic Teaching / Scientific Continuing Education (final comment, giving opinions on curricula, prohibiting curricula or changes thereto)
- Curricula Commission (academic decision on curricula) / Senate (enacting the curricula)
- Rectorate (establishment of curricula and course fees, publication)

## 2. Development of New Curricula

Elements of

# Quality Assurance in Curricula Development

### Regulations/Standards (Statute and Q-Manual) concerning:

- Documents needed
- Template for the curriculum (contents: educational objective, admission requirements, course contents, examination regulations, evaluation, degree)
- Further documents/attachments (comparison to international master's degree programs, list of lecturers, financial planning sheet, market analyses)
- Processes, actors and their responsibilities

### Support, feedback and improvement

- Coaching, internal exchange of experiences/training, providing training documents, special information (ECTS, workload, learning outcomes, examination regulations)
- Review and feedback processes (evaluation) and improvement
- External quality assurance (quality audit, accreditation of study courses)

## 2. Development of New Curricula

Elements of

### Quality Assurance in Curricula Development

#### Compulsory Documents for a new curriculum proposal

- Signed application of the dean
- Curriculum (using the template)
- List of courses (lectures, seminars, with credit points, teaching units, teaching objectives)
- Market analyses & demand forecast (including internal coordination, strategy)
- Financial calculation and approval of Finance Unit
- In case of cooperation with external partners a copy of the contract
- Comparison to international master's degree programs (admission requirements, scope, qualification)
- List of lecturers including CV (description of their scientific qualification, especially for external lecturers)
- Cover sheet with a short outline of the curriculum application

## 2. Development of New Curricula

Process of curricula development - is defined in the statute of the university and the quality manual (annex)

Administrative prozess for the establishing of study programmes

Dieser Prozess fasst die Schritte zusammen, die bei der Einreichung/Einrichtung von Lehrgängen gemäß Satzung Teil II durchzuführen sind.

Details, Erläuterungen und Vorlagen siehe Qualitätshandbuch Studium und Lehre.

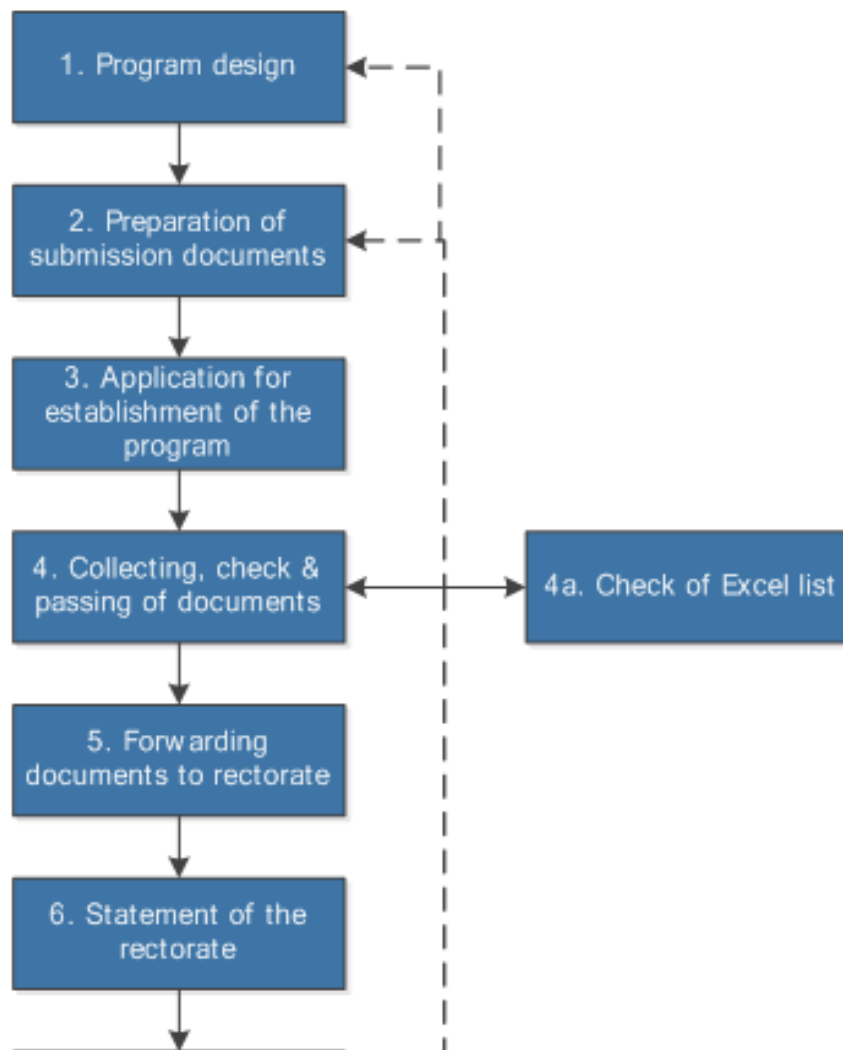
No.	Process step	Detailed description	Documents	Operating unit	Recipient
1	Program design	Inhaltliche und didaktische Planung des Lehrgangs, Abstimmung mit ev. Kooperationspartnern, Abklärung möglicher Vortragende, Erstellung interner und externer Marktanalysen		Department  (d.h. Einreicher/ Antragsteller im Department)	

No.	Process step	Detailed description	Documents	Operating unit	Recipient
2	Preparation of submission documents	<p>Sammlung und Ausarbeitung aller erforderlicher Unterlagen, Beratung durch DLE-Studienrecht (DLE-SR) und Stabstelle für Qualitätsmanagement und Lehrentwicklung (QM), Kalkulation des Lehrgangs in Rücksprache mit DLE Finanzen</p> <p>Details, Erläuterungen und Vorlagen siehe Qualitätshandbuch Studium und Lehre.</p>	<p>Required documents:</p> <ul style="list-style-type: none"> <li>➤ Signed application of the dean</li> <li>➤ Curriculum (using the template)</li> <li>➤ List of courses (lectures, seminars,.. with credit points, teaching units, teaching objectives)</li> <li>➤ Market analyses &amp; demand forecast (including internal coordination, strategy)</li> <li>➤ Financial calculation and approval of Finance Unit</li> <li>➤ In case of cooperation with external partners a copy of the contract</li> <li>➤ Comparison to international master's degree programs (access requirements, scope, qualification)</li> <li>➤ List of teachers lecturers including CV (description of their scientific qualification (especially for external teachers lecturers)</li> <li>➤ Cover sheet with a short outline of the curriculum application</li> </ul>	Department	

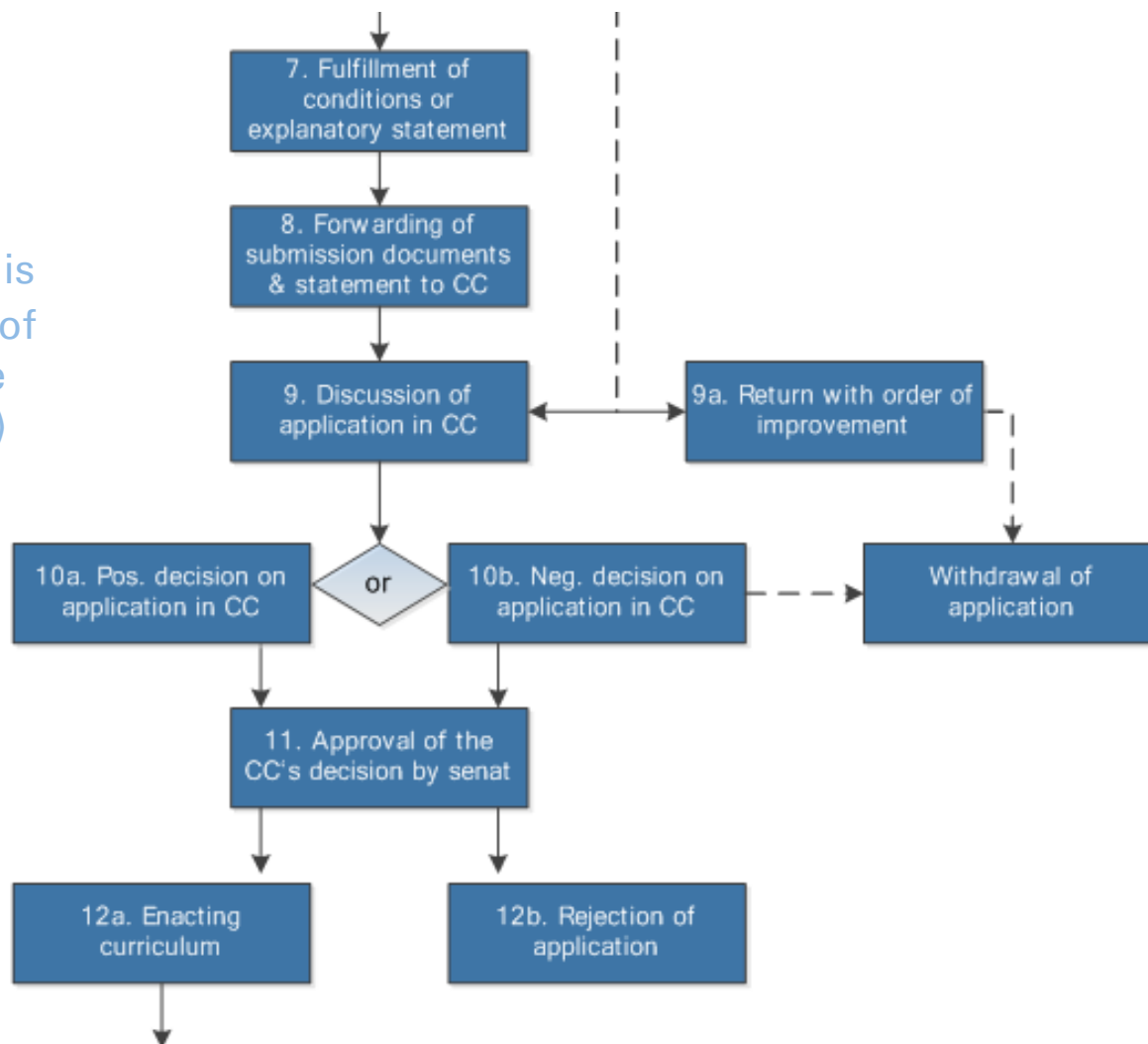
No.	Process step	Detailed description	Documents	Operating unit	Recipient
3	Application for establishment of the program	Übermittlung des Antrags auf Genehmigung und Einrichtung eines Curriculums an die Curricula-Kommission (operativ DLE-SR).	Antrag und Einreichunterlagen wie bei 2	Department	DLE-SR (operativ für CK)
4	Collecting, check & passing of documents	Prüfung der Unterlagen auf Vollständigkeit, Korrektheit und Rechtskonformität, gegebenenfalls Nachforderungen an Department, Übermittlung der Excel-Liste an QM zur Prüfung und Freigabe.	Antrag und Einreichunterlagen wie bei 2	DLE-SR	Department (bei Rückfragen)  Excel-Liste zu QM
5	Forwarding submission documents to rectorate	Sobald alle Einreichunterlagen vollständig sind, werden diese von der DLE-SR an das Rektorat (operativ QM) übermittelt. Beginn der 2-Monatsfrist.	Antrag und Einreichunterlagen wie bei 2, Begleitschreiben	DLE-SR	Rektorat
6	Comment of the rectorate	Prüfung der Einreichung und Stellungnahme:  ➤ Agreement, ➤ Agreement with conditions, ➤ Not-Agreement	Stellungnahme des Rektorats	Rektorat (QM)	DLE-SR zur Weiterleitung an Department

## 2. Development of New Curricula

the process of this curricular development - is defined in the statute of the university and the quality manual (annex)

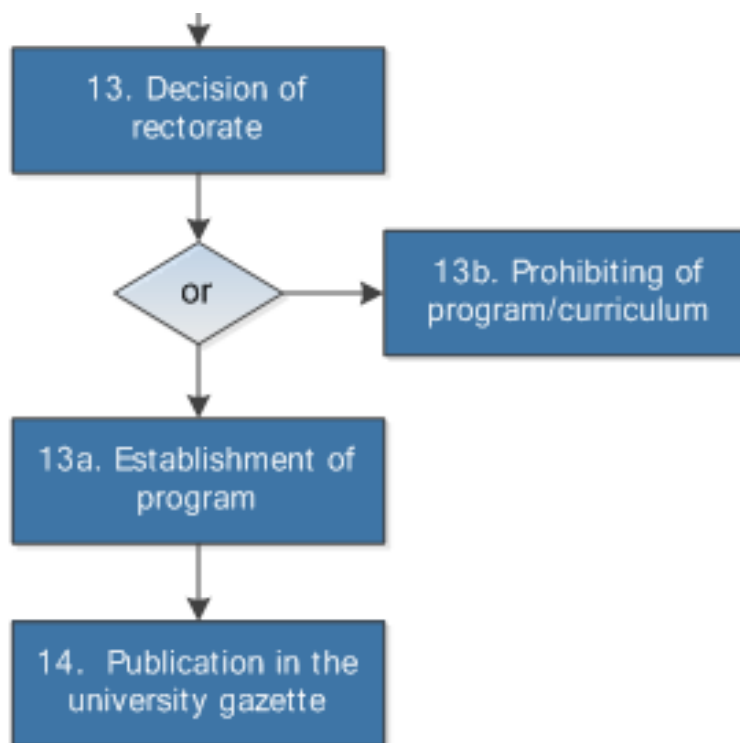


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## 3. Validation of Prior Learning

### EU and National Education Policy

- Bologna Process (Bologna Declaration 1999)
- European Higher Education Area - Target: competitiveness at a european and global level
- ESG European Standards and Guidelines on Quality Management in HEI
- Lifelong Learning
- Social Dimension

### Admission to continuing education studies at Danube University Krems

- Depending on the type of the study program (Certified Program, Academic Program or Master Program) and specialized direction of studies, there are specific requirements for admission – defined in the Curriculum
- Admission procedures consider competences also acquired in informal und non-formal learning settings

## 3. Validation of Prior Learning – Admission

### General Assessment Procedure for the University (AAV)

Is applicable for all courses of study, part of the admission procedure

This General Assessment Procedure has two types:

#### AAV-A

- to assess the admission competencies/acceptance requirements for Certified Programs (CP), Academic Programs (AE) and Master (first completed tertiary education) – based on formal qualifications

#### AAV-B

- to assess the admission competencies/acceptance requirements for Master (equivalent qualifications) if the applicants have not completed their first tertiary education (minimum Bachelor) – includes non-formal and informal learning
- Refers to and is based on validation of prior learning
- Competences assessment procedure

## General Assessment Procedure -AAV-B

„Individual admission based on equivalent qualifications” - (equivalent qualifications) for applicants who have not completed their first tertiary education (minimum Bachelor) and applying for a Master Program

Based on validation of prior learning it has to be decided

- whether or not they have proof of competencies acquired equivalent to Bachelor level, descriptors in accordance with [EQR/NQR level VI](#)

### EQF Descriptors - Level 6

The learning outcomes relevant to Level 6 are

- Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles
- Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study
- Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups

# General Assessment Procedure -AAV-B

## Validation Process of Prior Learning

- 1. Submission of application documents** (application portfolio) whereby students are asked to pay particular attention to highlighting the acquisition of non-formal and informal competencies in their CVs and Letter of Intent
  - certificates of formal education awards
  - proof of work experience (employers' testimonials)
  - other evidence such as education, continuing education, project description
- 2. Admission interview** (conducted by the course director) to round off the impression made of the applicants' skills and interests as presented by them in the application portfolio)
- 3. Statement by the Course Director** - resumes (based on the formal documents and the admission interview) whether or not competences equivalent to a Bachelor in accordance with the NQR criteria are visible
- 4. Decision of the Vice Rector** - students' entire file (i.e. application portfolio, Course Director Statement, the SSC's check note confirming that the documents provided are formally correct) is presented to the Vice-Rector on a four-eye principle for final evaluation and approval

## 3. Validation of Prior Learning – Guidelines and Tools

### EQF Descriptors - Level 6

The learning outcomes relevant to Level 6 are

- **Advanced knowledge** of a field of work or study, involving a critical understanding of theories and principles **Advanced skills**, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study **Manage complex technical or professional activities or projects**, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups

### Internal Instructions for the validation process

- Guideline für study cours directors
- Admission interview guideline
- Tools to make visible the competences
- Process description

# Thank You For Your Attention