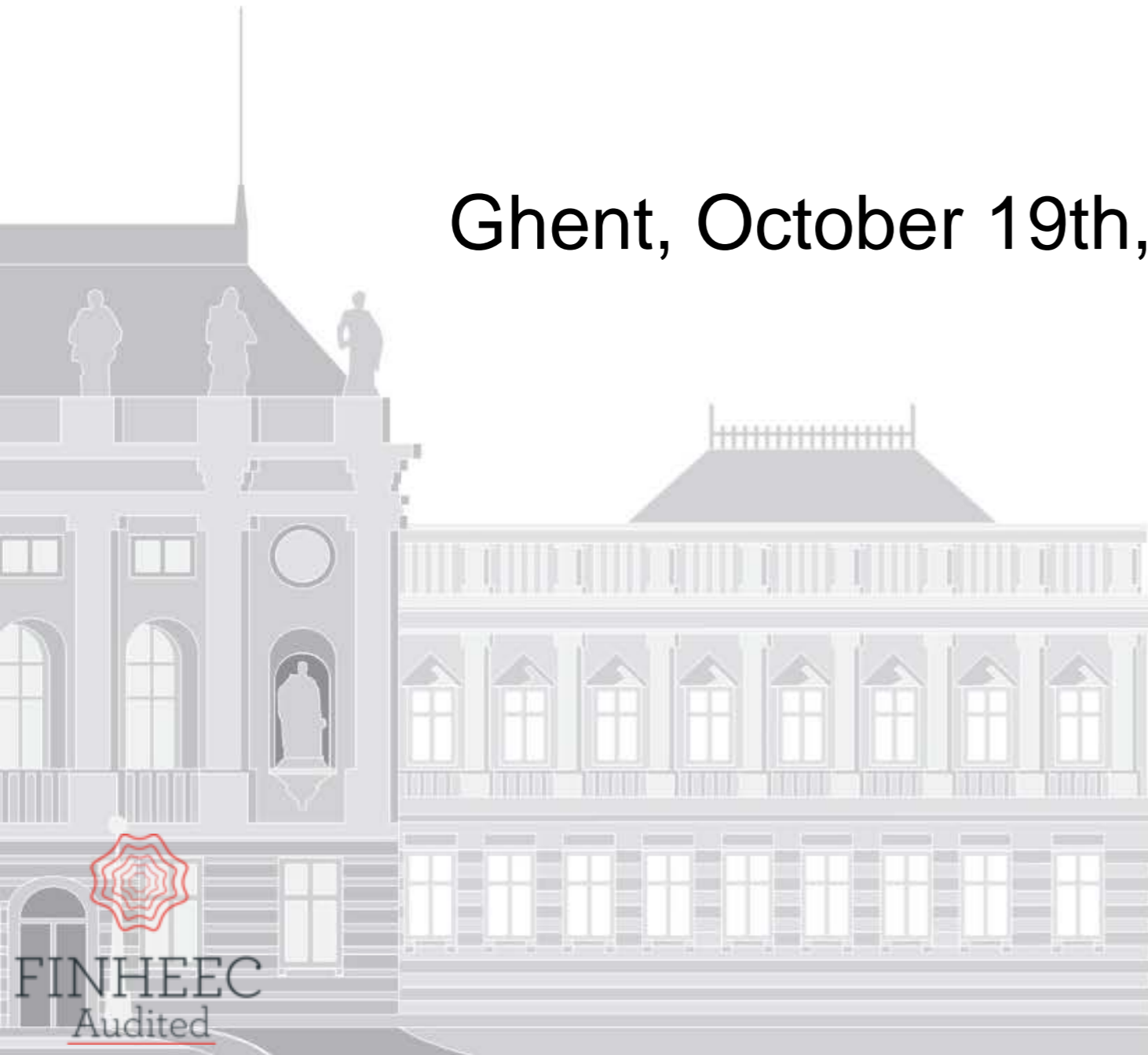




Quality Management @ Uni Graz

Ghent, October 19th, 2013



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Vicerector



Content



HE system in Austria

UG in brief

Quality Management System

Quality Audit

Steering System

Linking QM & Steering

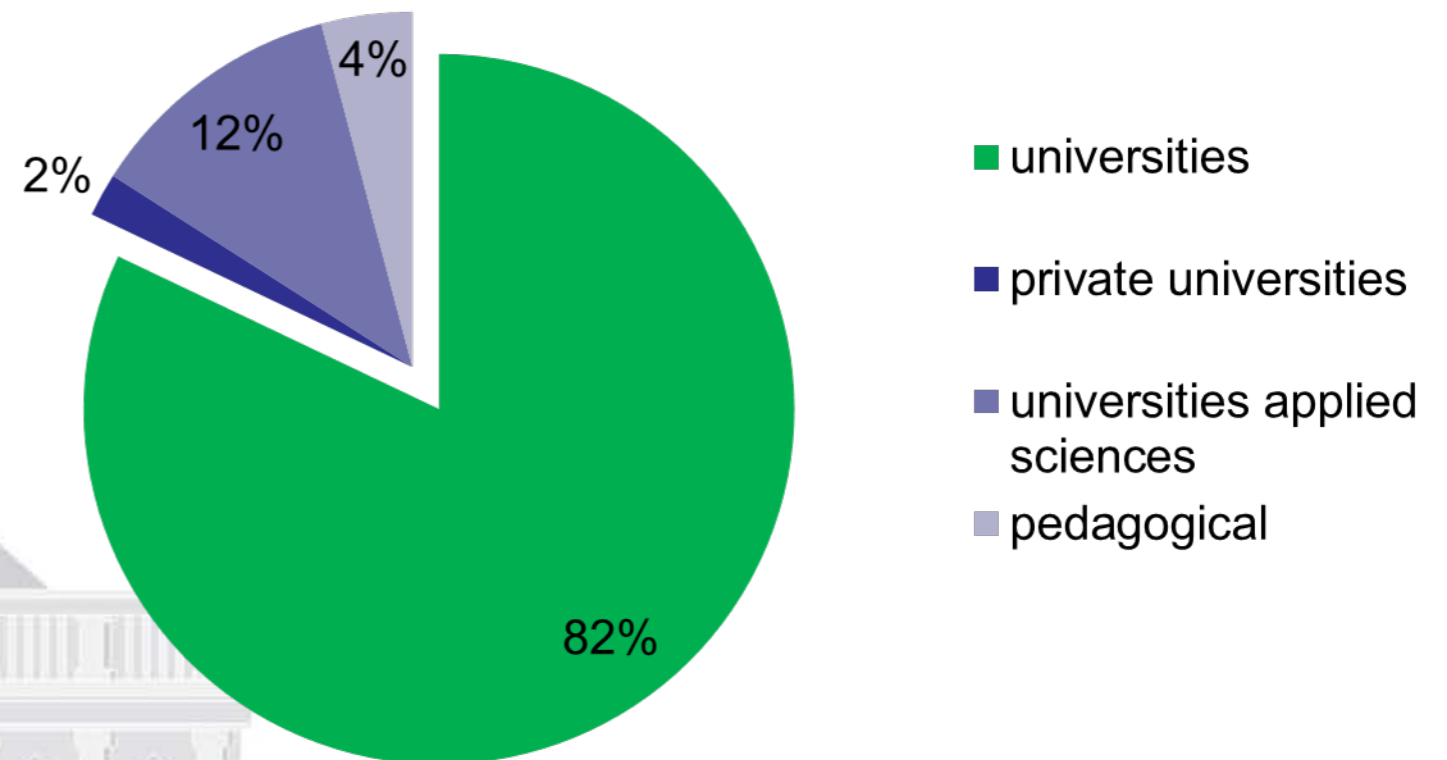
Lessons learnt and more

University Structure in Austria



- 22 public universities (federal)
- 21 universities of applied sciences (regional, private)
- 12 private universities (private, regional)
- 9 pedagogical „Hochschulen“ (federal, clerical)

students





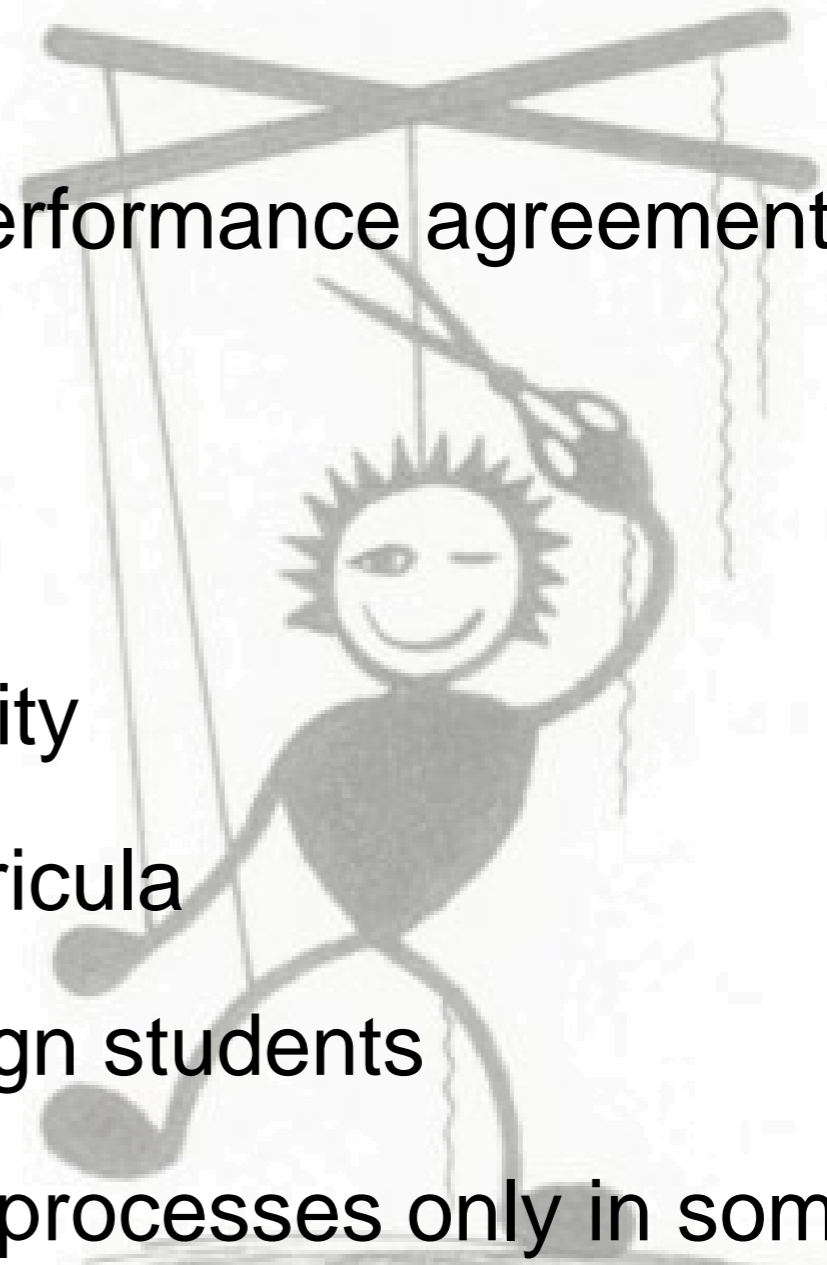
Universities Act 2002

Governance

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- Personnel and financial autonomy
- Management by objectives (3-yearly performance agreements)
- 3-year lump sum budget
- Self regulation by statute
- Financial and performance accountability
- No accreditation obligation for new curricula
- Low tuition fees for long-term and foreign students
- Free access to universities, admission processes only in some studies (medicine, psychology, biology, pharmacy, economics)



QM legal framework

ESG (Standards and Guidelines for Quality Assurance in the European Education Area)

- „Providers of higher education have the primary responsibility for the quality of their provision and its assurance“.

Universities Act 2002

- The universities shall develop their own quality management system in order to assure quality and the attainment of their performance objectives“.
- Universities can establish study programmes on their own responsibility, no further accreditation

QM legal framework

Act on Quality Assurance in HE (HS-QSG)

- Accreditation of Universities of Applied Sciences and private universities
- Audit for public universities and established UAS
 - The quality management system of universities [...] shall be subject to periodic audits.
 - Audits [...] may be performed by the Agency for Quality Assurance and Accreditation Austria, by a quality assurance agency registered with the EQAR or by another internationally recognised and independent quality assurance agency.
 - The certification shall be limited to seven years.
 - The certification of the quality management system [...] shall be based on an audit of the assessment areas mentioned

Act on Quality Assurance in Higher Education (2012)

Quality Audit by EQAR-agency

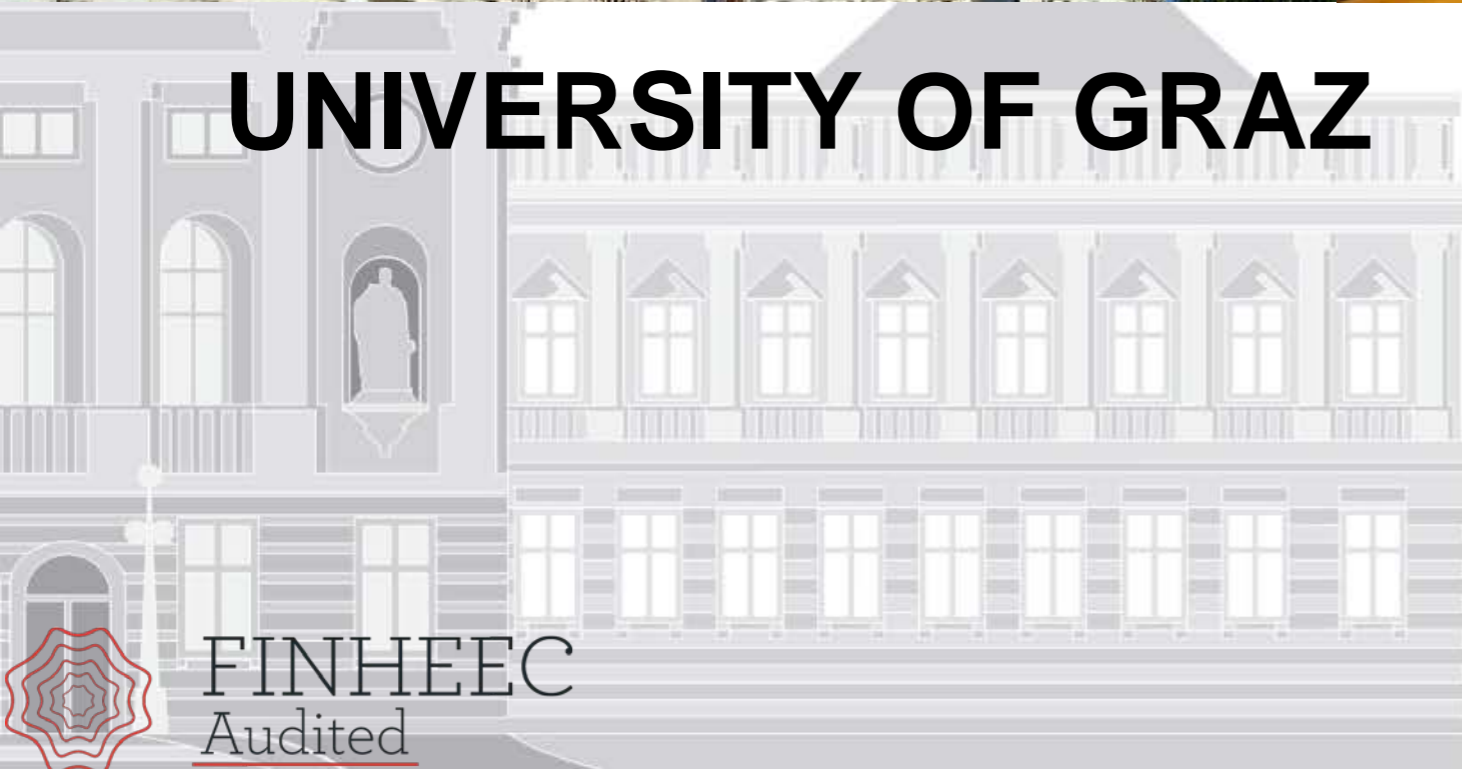
Assessment areas:

1. Quality strategy and its integration into the management tools of the higher education institution;
2. Quality assurance structures and procedures
 - degree programmes and teaching,
 - research
 - organisation and administration and staff;
3. integration of internationalisation and societal objectives into the quality management system;
4. information systems and involvement of stakeholder groups.

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FINHEEC
Audited

University of Graz

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Founded 1585

6 faculties, 123 institutes and centres

Approx. 110 Degree Programs (BA, MA, PHD)

33.000 students, about 19.000 active

4.700 new students

3.000 graduates (165 doctoral degrees)

3.933 staff (2.700 academic staff)

200 millions Euro budget

QM objectives



Establishment and support of a quality culture

Long-term implementation of university's strategy/
strategic plan

Enhancement of transparency of processes

Enhancement of internal communication and identification

Implementation of a quality circle, which correlates
objectives, processes and results to enable continuous
quality improvement

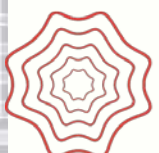
Applying task-oriented QA instruments

QM cycle UG



Application areas

Teaching
Research
Promotion of young
researchers
Management
Service



Expectations

towards the audit

- Critical, friendly feedback from external peers
- Recommendations for development
- Realistic presentation of the status quo, no „window dressing“
- Unbiased report, taking into account the Austrian specifics

towards the agency

- Experience in audits, comprehensive audit system
- Should work international, other perspective
- Competence of peers
- Checking fitness for purpose
- Small reporting and documentation effort
- Registered in the EQAR
- €

Quality Audit

Audit criteria by FINHEEC

- The quality assurance policy of the higher education institution;

Strategic and operations management

The development of the QA system

Quality assurance of the HEI's basic duties:

Degree education

Research, development and innovation activities

The societal impact and regional development work

Internationalisation

The quality assurance system as a whole

Choice of the agency

Desk search: providing comprehensive (teaching AND research) audit

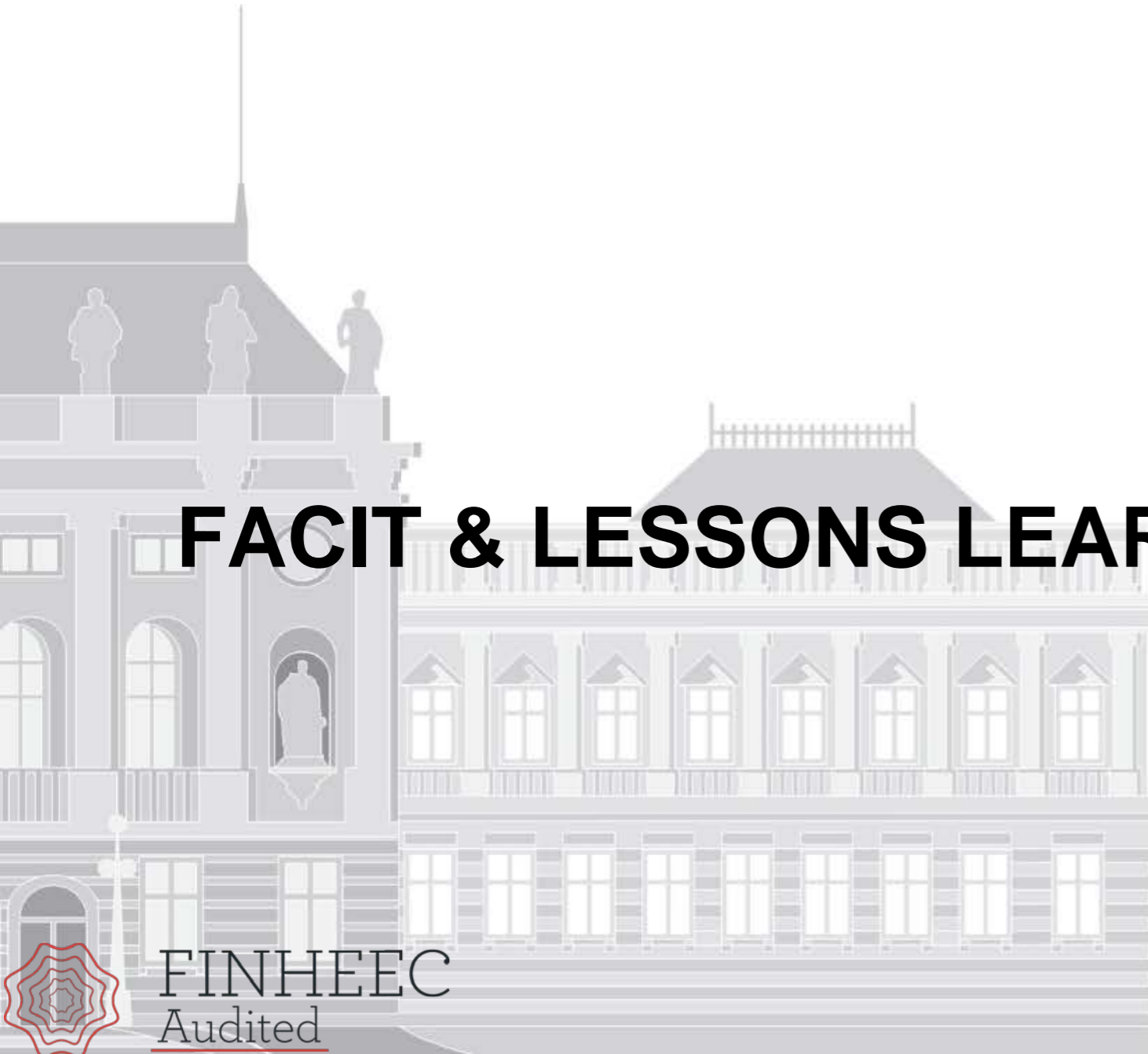
Agency fair Vienna: presentation of agencies, preselection

Formal selection: invitation of 6 agencies (AT, DE, CH, NL, NO, FI), hearing with 3 agencies

Negotiation and contracting



FACIT & LESSONS LEARNT



Why quality assurance?

External

Autonomy of HEI
Accountability
Steering and control tool
Fitness OF purpose
Fulfilment of standards/ESG/Bologna-
Process
Professional recognition (qualification
framework)
Trust, comparability and mutual
recognition of degrees

Internal

Autonomy of HEI
Self responsibility
Steering and development tool
Fitness FOR purpose
Respect upon creativity and diversity
Own quality dimension
Comprehensive (teaching, research,
third mission,...)
Consider institutional profiles
Assessment by peers and professionals
Need of "added value"
Mutual recognition worldwide

What universities expect from external QA?

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Audit assess procedures, not formal rules (fitness FOR purpose)

Key role of peers and their background (recommendations!)

Trust from ministry in internal QA

Acceptance of audits by government and stakeholder

Clear audit process with flexibility on national regulations

1 peer confident with national HE-system

Assessment of a comprehensive, task-orientet QMS

Lessons learnt

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Helpful recommendations by international peers

Terms of reference for searching an agency

QM-System supports strategic development (FINHEEC)

Integration of quality aspects into strategic planning is core duty of QM

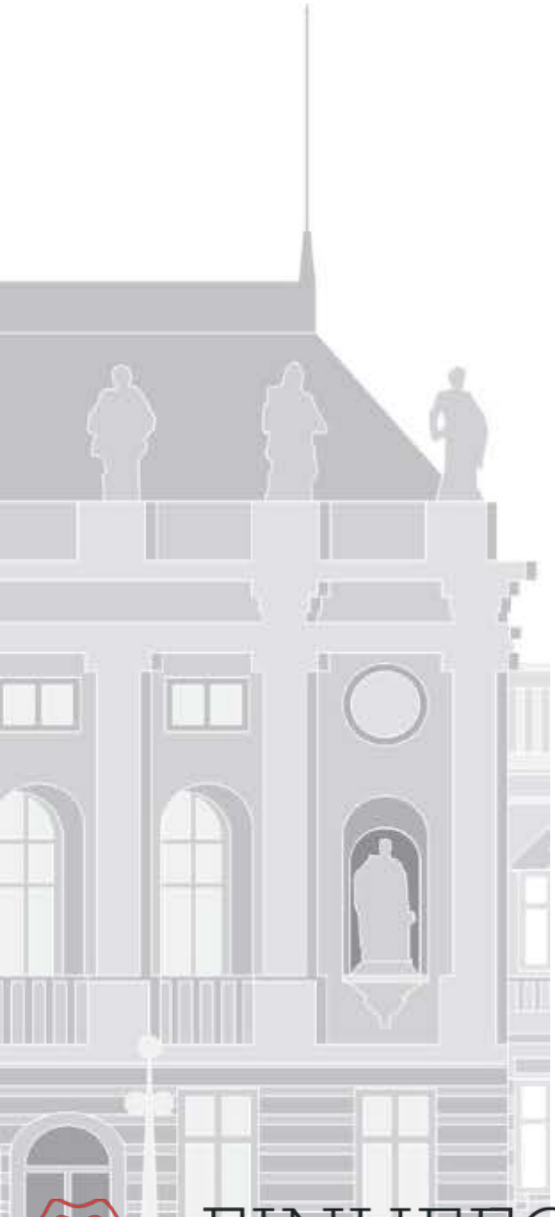
Preparing reports and information not in mother tongue

Providing background information on national HE-system

Creating trust in QM-staff and QM-procedures

QM as development, not punishment, setting positive incentives







Thank you!

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