



# Quality Assurance

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## Quality Assurance – a guiding book

### Evaluation

#### Introduction

Quality objectives in the area of study and teaching are: Scientific thinking, competence acquisition, teaching competence, studyability, sustainable use of resources and service orientation. These apply equally to continuing education in science.

Quality assurance and development takes place in dialogue with the people who develop and represent continuing academic education programmes. This is done on the basis of experience and feedback as well as important guiding questions. Transparency, resource orientation, benefits for the providers, meaningfulness and feasibility are important concerns.

#### Central quality moments

Basically, quality assurance and offer development as well as the internal certification of CAS/DAS degrees are based on four central quality moments by which the didactic structure and the formulated learning outcomes can be assessed:

##### **Impact orientation**

Changes in the knowledge and behaviour of the participants that lead to successful action in the professional and social context are an important goal here. Other effects specific to the offer or subject can also be defined.

##### **Target group orientation**

The goal, organisation, methods and learning culture should be defined and positively implemented for the declared occupational or target group.

##### **Flexibility**

The offers are dynamic in the sense that they continuously adapt to the changing needs of participants and contexts of conditions in a meaningful way.

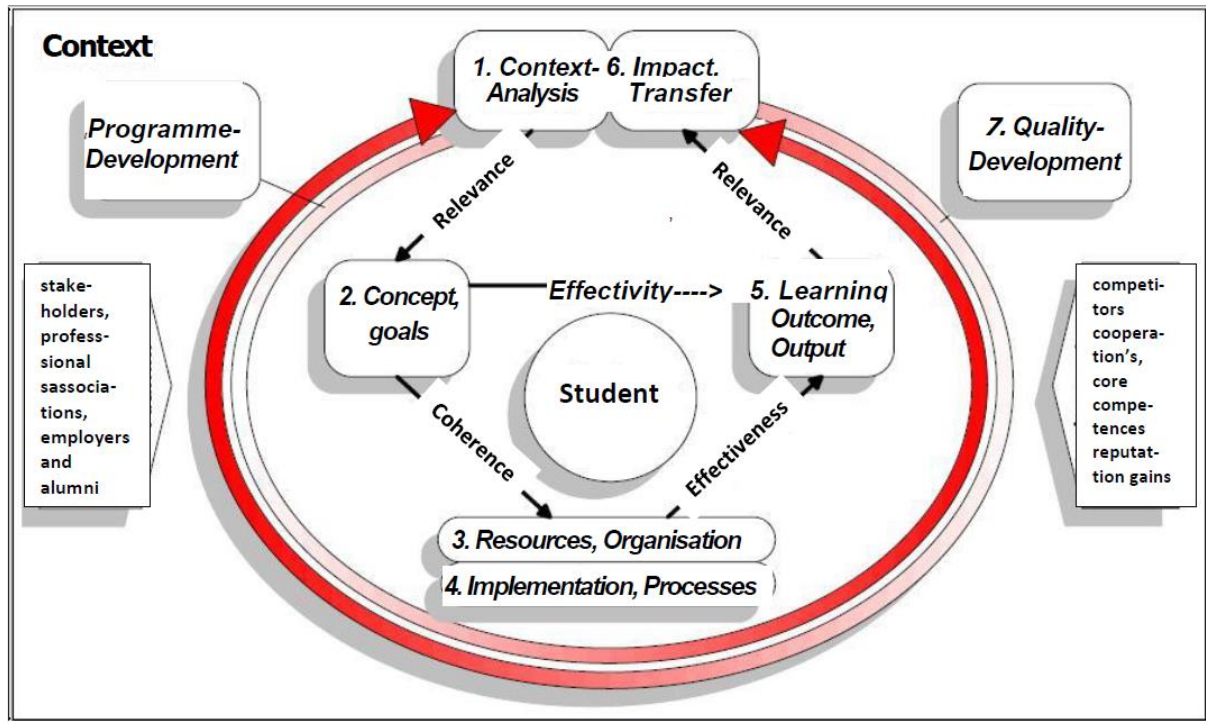
Relevance and connection through partnerships

The services reflect the current scientific status and discourse of experts, relevant groups and professional organisations.

## Process steps in quality assurance

1. Information: Offer developers/providers receive information on the applicable quality standards from the Department of Continuing Education.
2. Consultation 1: Information and consultation on the quality standards takes place between the offer developer/offeror and the Department of Continuing Education.
3. Self-documentation: the developers/providers document (in a concise form, if necessary with references to existing documents) how all quality criteria are implemented and send the self-documentation to the Division of Continuing Education.
4. Check 4: The Department of Continuing Education checks the self-documentation for any further need for advice/support on the part of the offer developer/provider.
5. Consultation 2: Consultation/feedback meeting on the self-documentation between the person developing/providing the offer and the Department of Continuing Education takes place, if necessary with additional information and support, and is documented (optional: further meeting if required).
6. Workshops: The Division of Continuing Education organises and coordinates thematic/needs-oriented workshops, lectures and working meetings on quality-relevant topics for continuing education in the sciences several times a year in consultation with the coordinators of the programmes. Those developing/providing courses actively participate in at least one event per year.
7. Monitoring: It is planned that, in consultation between the Department of Continuing Education, the central quality management and the providers, suitable indicators will be agreed upon and regularly reported on and discussed, and that they will have a quality-supporting effect.

## The Swiss Model



The diagram shows the multidimensional quality development system in its context.

- It's impact orientated
- Target group orientated
- Flexible
- And is builds on relevance and connection through partnerships

The basic quality elements are relevance (appropriateness / importance / stakeholder significance),

- coherence (goal-means consistency / goal-means relationship),
- efficiency (effort/performance ratio) and
- effectiveness (degree of goal achievement).

Four central quality moments according to Swissuni, by which the didactic structure and the formulated learning outcomes can be assessed:

### Impact orientation

Changes in the participants' knowledge and behaviour that lead to successful action in the professional and social context are an important goal here. Other effects specific to the offer or subject can also be defined.

## Target group orientation

The goal, organisation, methods and learning culture should be defined and positively implemented for the declared occupational or target group.

## Flexibility

The offers are dynamic in the sense that they continuously adapt to the changing needs of participants and contexts of conditions in a meaningful way.

## Relevance and connection through partnerships

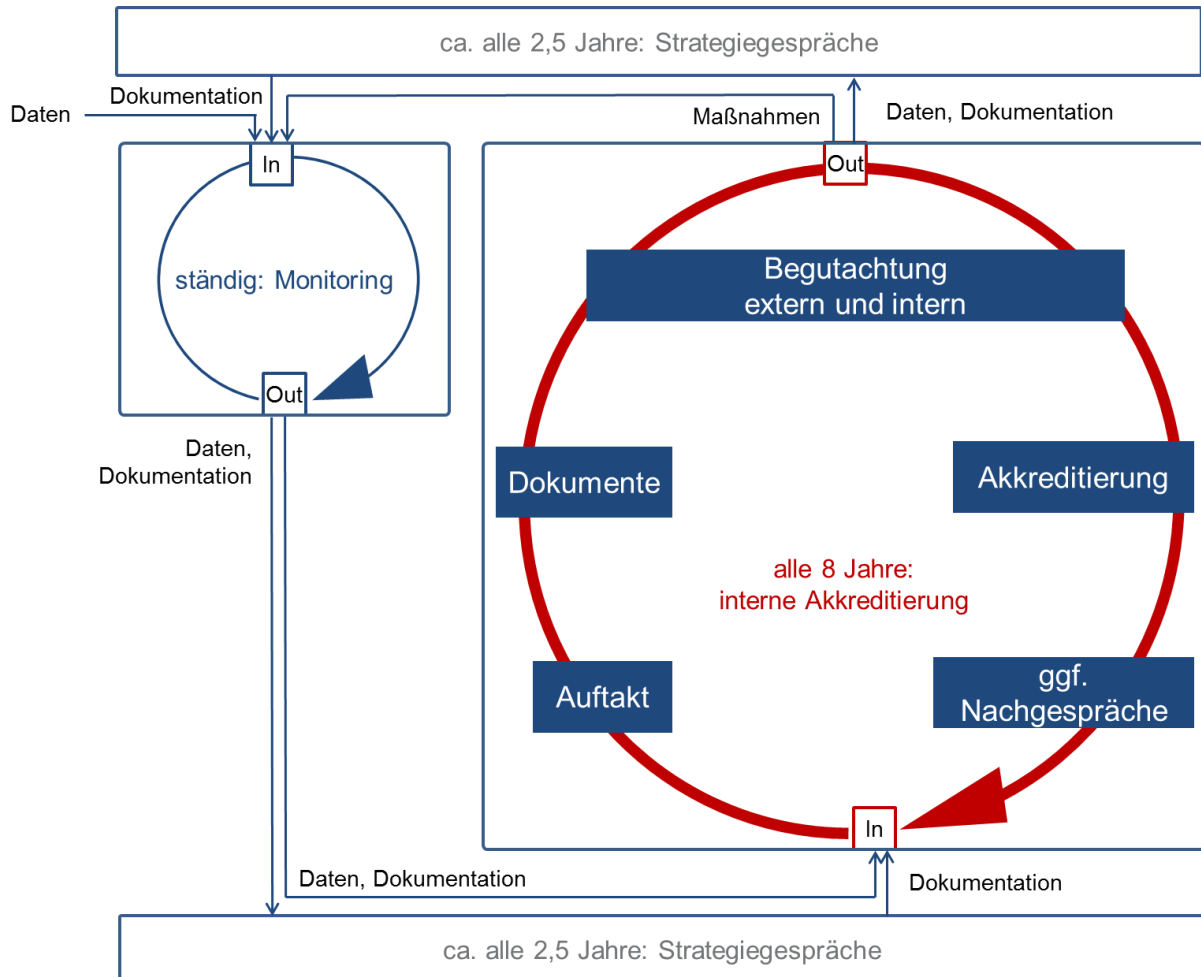
The services reflect the current scientific status and discourse of experts, relevant groups and professional organisations.

For university postgraduated education, the two dimensions (1) context (context analysis) and (6) effects, transfer are particularly important, although these are often neglected in classical quality approaches because they are outside the system boundaries and can usually only be measured indirectly. Even more than in the basic sector, stakeholders judge the quality of a programme by its impact on labour productivity, career, personal development and prestige.

The most important actors and contexts to consider are the participants or clients (circle in the middle), the external stakeholders such as alumni, employers and professional associations (arrow on the left) and the core competences and expectations of the HEI as well as its potential competitors and cooperation partners (arrow on the right).

## Internal Monitoring and Evaluation The result of the "Faculty Internal Monitoring" process

is the continuous quality assurance and further development of the quality of study and teaching at faculty level.

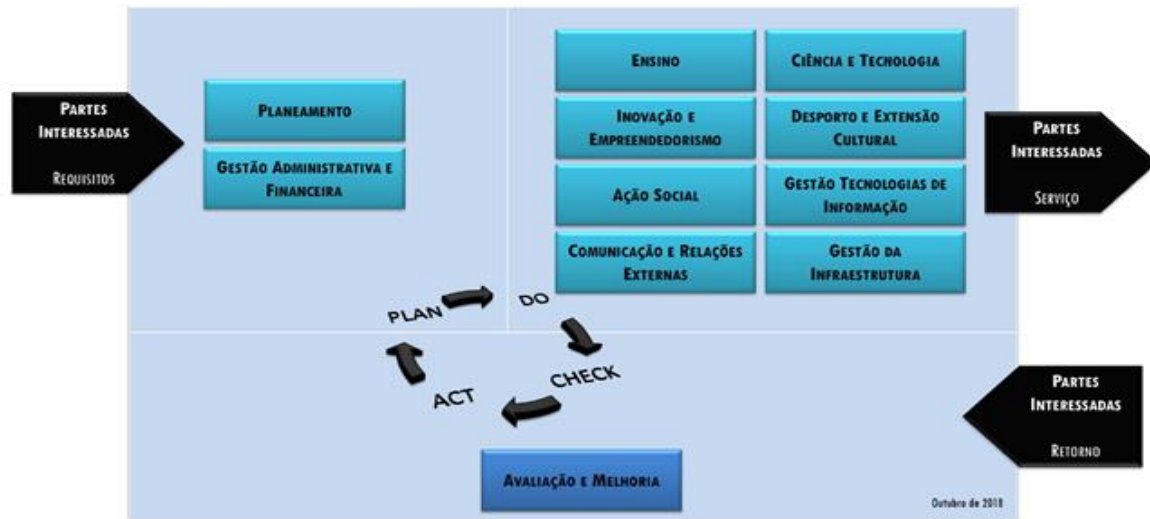


## Internal Monitoring and Evaluation

the course evaluation process: the data-based protection and further development of the quality of studies and teaching.

feedback discussions between students and teachers at the level of the course and the faculty.

Through systematic monitoring of the process in the Study Commissions.



## Teacher Evaluation

Preparation of surveys of the agents involved on teaching practice.

- Analyze teaching practice.
- Preparation of a monitoring and evaluation report which shows which points for improvement in teaching practice.

- **Inputs**

- Annual call for the evaluation procedure of the teaching merits of the civil service

- **Outputs**

- Minutes of the meetings of the responsible bodies.
- Report of the surveys where the students evaluate the teaching action of the teachers.
- Report on teachers' assessments on the development of their activity.
- Teacher monitoring and evaluation report.





Erasmus+ Programme  
Capacity Building in Higher Education

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