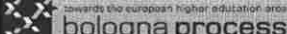





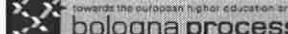



**Work Placements
Bologna Experts Seminar
Ljubljana - November 2009**

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Salzburg University of Applied Sciences**





Agenda

- UAS and FHS in Brief
- Placement Objectives and Curricular Integration
- Placement Selection and Procedure
- Quality Assurance

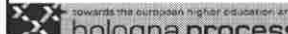



Austrian Universities of Applied Sciences

- Young and dynamic tertiary education sector (since 1994)
- 18 UAS run by private organizations, publicly funded
- Approx. 30.000 students in ~270 degree programs
- State-accreditation of each programme (UAS Council)
- Quality assurance through programme and institutional evaluation
- Full time and part-time degree programmes
- Undergraduate, graduate and continuing education programs

Salzburg University of Applied Sciences (FHS)

- Founded in 1995
- Organised as a non-profit private limited company
- Jointly owned by the Chambers of Commerce and Labour
- Campus Urstein / Campus Kuchl
- ~ 2000 students, expansion intended by 2015 to ~2600 students
- 30 % permanent faculty, 70 % contractual lecturers
- Full implementation of Bachelor – Master structure by 2010





Salzburg University of Applied Sciences (FHS)

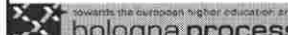



- 18 degree programmes in 5 defined fields
 - Information Technologies
 - Wood and Biogene Technologies
 - Business and Tourism
 - Media and Design
 - Health Studies and Social Work
- Practice-oriented curricula > integrated work placements and projects
- Close cooperation with industry
- Entrepreneurial and social skills components
- Interdisciplinarity and internationalization as quality factors
- Learning outcomes related to professional profiles






Salzburg University of Applied Sciences (FHS)

Work Placement Objectives

- To foster graduate employability
- To assure the balance between theory input and practical application of knowledge and skills
- To familiarize students with workplace setting
- To establish sustainable relations with industry and the relevant professional sectors
- To carry out joint research and development projects with industry
- To receive feedback on adequacy of curricula and didactic approach



Curricular Integration 1

- Compulsory component in all bachelor programmes
- Final year placements - minimum of 3 months or 360 hours
 - either 5th or 6th semester
 - criteria for determining place in curriculum:
 - e.g. IT - employment
 - media - better feedback and input for programme delivery
 - defined project related to studies
 - preferably or compulsory in specialization area
- Substantial credit allocation (16 – 21 ECTS credits)



Curricular Integration 2

- Health-related programmes
 - several shorter placements throughout BA
 - 2 weeks to 6 weeks, in some cases extension possible
 - total of 40 ECTS credits in Biomedical Science
 - prescribed by legal requirements for exercising profession
 - very precise description of learning outcomes
 - relatively little flexibility
 - reduced number of placement providers



Legal Requirements / Context

- UAS Law – FHSTG > minimum prescriptions
- Accreditation regulations by UAS Council
 - Necessity for industry representative in curriculum development team
 - Chapter in accreditation proposal > contract
- MTD Law for health-related science education
- Assessment regulations at FHS
- Erasmus work placements



Placement Selection

- ~ 430 placements per year
- Basically responsibility of students
- database, offers through lecturers, offers through company advertisements in school, active independent search, agencies ...
- Support if necessary
- High number of well established places (SONY, SPAR, PALFINGER cranes, COMMEND, Wiesner-Hager ...)
- regional and national enterprises
- SMEs, research institutions, cooperation /research projects
- ~ 230 abroad but majority in Germany, often within small distance



Placement Procedure 1

- Student guidelines published in learning platform
- FHS placement supervisor as academic contact person
- Company supervisor as project / task-related contact person
- company guidelines outlining responsibilities, rights and tasks > signed by company supervisor
- Milestones for regular submissions and report instructions
 - E.g. weekly brief report on tasks and responsibilities or mid-term report
- Regular consultations with placement supervisor



Placement Procedure 2

- Site visit of academic supervisor not compulsory but often carried out
 - to strengthen relations with enterprises
 - to receive feedback from company on performance
 - to receive feedback from student on adequacy of tasks
- Performance assessment form submitted by company supervisor
- Placement report submission > feeds often into bachelor paper
- Placement presentation
- Placement reflection (only in some programmes)
- Final assessment through FHS placement supervisor



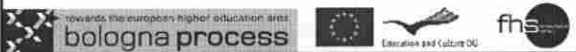
Quality Assurance 1

- Defined placement process with clear responsibilities
- Defined number of hours for process owners – 1 per degree programme (~ 2 h/w)
- Defined number of paid hours for placement supervision (0.2 h/w per supervised student)
- Defined tasks and responsibilities for all involved
- Defined placement outcomes in accreditation proposal
 - Application of theoretical knowledge and acquired skills
 - Project-oriented tasks (mostly in field of specialization)



Quality Assurance 2

- Defined indicators in Intellectual Capital Statement
 - Evaluation results from students, company supervisors and FHS placement supervisors
 - Existence and quality of defined learning outcomes for all degree programme placements > guidelines
 - Proper documentation > FHSys
 - Adequacy and efficiency of procedure > audit
 - Number and distribution of placements abroad



Quality Assurance 3

- Placement evaluation
 - Student
 - company supervisor
- 2 versions – general and health-related
- Focusses on the following areas
 - objectives and preparation (organisation and content)
 - Skills and competences shown / acquired, enhanced in placement
 - Contact - student - FHS and company placement supervisor
 - Suggestions for improvements
 - Enterprises: image of FHS and continuation of cooperation
 - Students: level of tasks and responsibilities

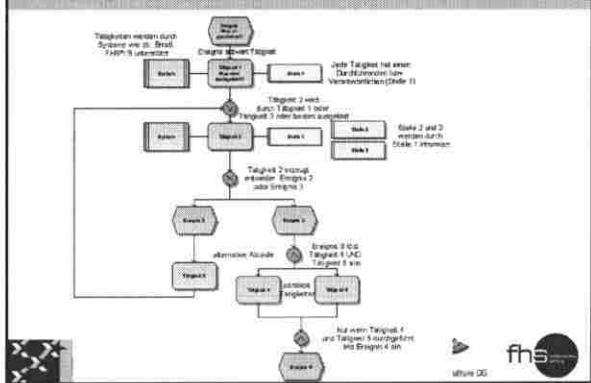


Quality Assurance 4

- Evaluation / Feedback Consequences
 - Analysis by process owners
 - Discussion of appropriate measures with degree programme head/ team
 - Personal talks with students / enterprises
 - "Black list of enterprises"
 - Input for reaccreditation procedure especially in terms of skills and competences
 - Internal audit among process owners for overall process adequacy



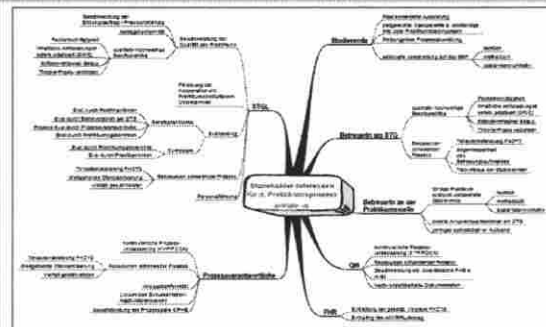
Sample Process Chart



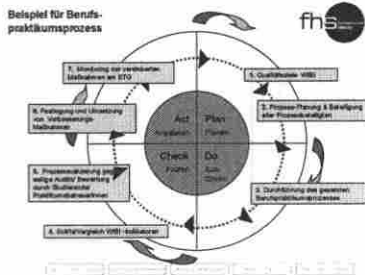
Sample Process Placement Chart



Involved Stakeholders



PDCA Cycle



Transnational Placements 1

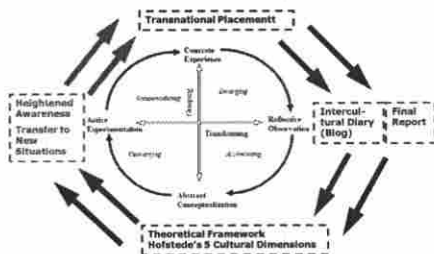
Additional Objectives

- Prepare students for intercultural experience during professional placement period
- Sensitise students for potential areas of cultural differences / conflicts
- Provide students with a theoretical framework as the basis for self reflections

Methodology

- Double Reflective Loop
- Kolb's Experiential Learning Cycle as a framework to facilitate sustainable intercultural competence acquisition

Transnational Placements 2 – SKILLS model



Transnational Placements 2 – SKILLS2ENTERPRISE

- Main objective: validation of skills acquisition in transnational internships
- Based on Skills Project training model
- LLL Erasmus – multilateral projects - university-enterprise cooperation
- 6 countries – AT, ES, FI, RO, TR, UK
- 6 universities
- 4 active enterprises
- ~20 passive enterprise partners

Conclusion 1

- Placements need to be well integrated into curricula
- Strategy for cooperation with placement providers needs to be defined and implemented
- Objective/s need/s to be clearly defined and transparent to all stakeholders
- Placement procedure /guidelines / documents need to be in place and easily accessible
- Evaluation and quality assurance need to be defined and implemented

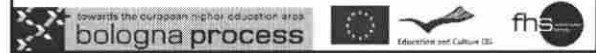


Conclusion 2

Time spent on relevant work experience has a positive effect on competence development and all labour market outcomes. (p. 272)

Give credits for relevant work experience (p. 267)

The Flexible Professional in the Knowledge Society:
General Results of the REFLEX Project
Eds. Rolf van der Velden Jim Allen,
Maastricht University, 2007



Thank you

