



DIARKAZ

Recommendations for internal evaluation

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1. Introduction

The “Recommendations for DIARKAZ” include documentation and procedures on how to conduct the internal evaluation including qualitative and quantitative indicators for the partners from INEU, KEEU and WKATU. The methodology of questionnaires for the three involved parties in the strategic triangle: students, academic mentors and company mentors will be applied.

As a result, to the practices and experiences of the successful IAR study programs and LLL seminars, set of metrics will be established to give information amongst other about:

- operation of the study program,
- number of contacts with companies,
- number of engaged students,
- employability of students, etc.

Each university should conduct a separate research and survey, the results should be collected in a report.

Following documents are included for target groups: university – students – companies

Universities:

- Qualitative indicators – curriculum
- Qualitative indicators – organisation of dual study program
- Quantitative indicators
- Feedback questionnaire – UNIVERSITY mentors

Students:

- Feedback questionnaire - STUDENTS

Companies:

- Feedback questionnaire – COMPANY MENTORS



2. Qualitative indicators – curriculum

Compliance with the dual study program curriculum objectives following a five-point scale, (5 – in full compliance, 1 – no compliance).

| No. | Qualitative indicators | 5 | 4 | 3 | 2 | 1 |
|-----|--|---|---|---|---|---|
| 1. | The aims of dual education are evident. | | | | | |
| 2. | The dual curriculum meets project objectives. | | | | | |
| 3. | The dual curriculum meets the objectives of the academic study program. | | | | | |
| 4. | The dual curriculum is appropriate for the target group of students (content, workload, schedule). | | | | | |
| 5. | The dual curriculum is feasible both at university and in enterprises. | | | | | |
| 6. | The dual curriculum is well structured. | | | | | |
| 7. | The dual curriculum ensures a good balance between academic studies and internships. | | | | | |
| 8. | The sequence of subjects is consistent and provides an opportunity for developing knowledge and skills. | | | | | |
| 9. | The weight of the courses is properly distributed within each semester. | | | | | |
| 10. | The dual curriculum ensures the knowledge and skills matching the current qualification profile in IAR. | | | | | |
| 11. | The dual curriculum ensures the acquisition of professional skills and key skills for working in a business environment. | | | | | |
| 12. | The schedule of the dual curriculum enables students to master the courses in terms of their quantity and quality. | | | | | |
| 13. | The dual curriculum allows students to master the workload both in the university and enterprise. | | | | | |
| 14. | The dual curriculum provides students with an opportunity to shape their studies according to their interests. | | | | | |
| 15. | The dual curriculum enables students to actively participate in the learning process. | | | | | |
| 16. | The dual curriculum allows students to work on multidisciplinary projects in a real-life business setting. | | | | | |
| 17. | The dual curriculum meets the current skills demands of industry. | | | | | |
| 18. | The dual curriculum corresponds to current trends in higher engineering education. | | | | | |
| 19. | The dual curriculum is in conformity with National and European higher education regulations. | | | | | |
| 20. | The dual curriculum provides an opportunity for faster realization on the labour market and against youth unemployment. | | | | | |



3. Qualitative indicators – organisation of dual study program

Compliance with the Dual Study Program definition following a five-point scale, (5 – in full compliance, 1 – no compliance).

| No. | Qualitative indicators | 5 | 4 | 3 | 2 | 1 |
|-----|--|---|---|---|---|---|
| | Repeated succession of theoretical and practical phases and continuous reflection. | | | | | |
| | The practical phases go beyond the usual scope of a professional internship both in terms of time and in terms of specification of the content. | | | | | |
| | The acquisition of curricular defined competences takes place at two learning locations and is characterized by the combination of science and implementation orientation. | | | | | |
| | The company commits to a training obligation and is able to convey the intended course content. | | | | | |
| | The organization of the theoretical and practical phases provides the framework for a tolerable total workload (h) for students. | | | | | |
| | The admission procedures for university and company are in the responsibility of the respective partners and are coordinated with each other. | | | | | |
| | The relationship between the three partners (student, university and company) is subject to binding regulations for quality assurance. | | | | | |
| | There is a continuous training partnership with appropriate remuneration for internships as part of an employment relationship, which is ideally continued consistently for at least two thirds of the study period. | | | | | |



4. Quantitative indicators

| | 1 st year | 2 nd year | 3 rd year |
|---|----------------------|----------------------|----------------------|
| N° of contacts with companies | | | |
| N° of involved companies | | | |
| | | | |
| N° of enrolled students | | | |
| N° of graduated students | | | |
| N° of employed students | | | |
| N° of company mentors | | | |
| N° of academic mentors | | | |
| | | | |
| N° of questionnaires for students on Dual Study IAR program | | | |
| N° of questionnaires for companies | | | |
| N° of questionnaires for company mentors | | | |
| N° of questionnaires for academic mentors | | | |



INTERNSHIP IN THE COMPANY

5. Feedback questionnaire – UNIVERSITY mentors

Dear academic mentor,

At the end of the internship at the company, you are kindly invited to answer the following questions. Questionnaires will be analysed for the needs of optimizing the organisation and the internship process. Your opinions and suggestions are of great importance to us! Collected data will be processed anonymously.

University :

Choose the appropriate level of agreement: 1 – I fully agree to 6 – I fully disagree.
x – I don't know / not relevant

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| The academic mentor got all the necessary information of his tasks prior the beginning of the internship. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| The academic mentor knew about the student`s tasks in company. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| The academic mentor knew in advance what work tasks the student will have to fulfil. | 1 | 2 | 3 | 4 | 5 | 6 | X |
| The academic mentor knew which skills and competences the student should acquire with each task. | 1 | 2 | 3 | 4 | 5 | 6 | X |
| The academic mentor was introduced to the company structure. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| The academic mentor was told about his duties and role in this dual education. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| The academic mentor was given enough time to fulfil his tasks. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| The academic mentor has communicated openly with the student and gave feedback to his work performance. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| The academic mentor took chance to get in touch with industrial surrounding. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| The academic mentor was supportive to student`s questions during their internship. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| Work tasks were mostly relevant/suitable to the study programme. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| Clearly structured internship was priorly accordated with company. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| The academic mentor saw that student took responsibility for his professional career. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| The academic mentor has got no feedback what the student was doing during the internship. | 1 | 2 | 3 | 4 | 5 | 6 | x |



| | | | | | | | |
|--|---|---|---|---|---|---|---|
| University mentor of internship was available if required during internship. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| Overall satisfaction with the feedback from internship. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| I would recommend students for internship to a befriended academics. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| During internship I was least pleased with: | | | | | | | |
| My suggestions for improvement of the quality of internship: | | | | | | | |

1 – I fully agree ... 6 – I fully disagree. X – I don't know / not relevant

Please, describe your experience regarding internship in comparison to the internship in the first year.

How do you assess the planning of an next internship?

In what way did it influence your cooperation with the university (R&D support work, orientation, expectations, acquisition of competences/skills/knowledge)?

Thank you!



INTERNSHIP IN THE COMPANY

6. Feedback questionnaire – COMPANY MENTORS

Dear company mentor,

At the end of the internship in your company, you are kindly invited to answer the following questions. Questionnaires will be analysed for the needs of optimizing the organisation and the internship process. Your opinions and suggestions are of great importance to us!
Collected data will be processed anonymously.

Company:

Choose the appropriate level of agreement: 1 – I fully agree to 6 – I fully disagree.
x – I don't know / not relevant

| | | | | | | | |
|--|---|---|---|---|---|---|---|
| The university provided all the necessary information prior the beginning of the internship. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| The student was well accepted by employees in the enterprise. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| I knew in advance what work tasks the student will have to fulfil. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| I knew which skills and competences the student should acquire with each task. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| Mentor was introduced to the student`s program. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| Mentor was told about his duties and role in this dual education. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| Mentor was given enough time to fulfil his tasks. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| Mentor has communicated openly with the student and gave feedback to his work performance. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| The student was given space to express initiative/interest and took chance. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| Employees have responded openly and supportive to student`s questions. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| Work tasks were mostly relevant/suitable to the study programme. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| * Clearly structured internship was accorded with university. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| * Responsibility was given to the student for professional career. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| Sometimes we didn't really know what to do with the student. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| University mentor of internship was available if required during internship. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| Overall satisfaction with the internship. | 1 | 2 | 3 | 4 | 5 | 6 | x |



| | | | | | | | |
|--|---|---|---|---|---|---|---|
| I would recommend students for internship to a befriended company. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| During the internship I was least pleased with: | | | | | | | |
| My suggestions for improvement of the quality of internship: | | | | | | | |

1 – I fully agree ... 6 – I fully disagree. X – I don't know / not relevant

Please, describe your experience regarding internship in comparison to the internship in the first year.

How do you assess the planning of the next internship?

In what way did it influence your cooperation with the university (R&D support work, orientation, expectations, acquisition of competences/skills/knowledge)?

Thank you!



INTERNSHIP IN THE COMPANY

7. Feedback questionnaire - STUDENTS

Dear student,

At the end of the internship in the company, you are kindly invited to answer the following questions. Questionnaires will be analysed for the needs of optimizing the organisation and the internship process. Your opinions and suggestions are of great importance to us! Collected data will be processed anonymously.

Study programme:

Study year:

Company:

Choose the appropriate level of agreement: 1 – I fully agree to 6 – I fully disagree.
x – I don't know / not relevant

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| The university provided all the necessary information prior the beginning of the internship. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| I was well accepted by employees. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| I knew in advance what work tasks I will be doing. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| I knew which skills and competences I will acquire with each task. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| Mentor introduced me to the work environment. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| Mentor has acquainted me with the company. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| Mentor told me which work tasks to do and what should I learn by doing them. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| Mentor was available for my questions. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| Mentor has communicated openly with me and gave me feedback for my work. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| I was able to express initiative / interest, if I wanted to do so. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| Employees have responded to my questions. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| Work tasks were relevant/suitable to my study programme. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| Work plan comprised of tasks was helpful for my internship. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| *Please, add a comment – in what way it influenced acquisition of competences/skills, your expectations for WBL etc.: | | | | | | | |



| | | | | | | | |
|--|---|---|---|---|---|---|---|
| * Clearly structured internship has increased my motivation for work tasks. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| * Clearly structured internship has increased my responsibility for my professional career. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| Sometimes I didn't really know what to do in the company. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| Organiser of internship was available if required during my internship. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| I got accustomed to the culture of the work environment and the rules of behaviour in the company. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| I got accustomed to the working discipline and responsibility for performance of tasks. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| Overall satisfaction with internship. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| I would recommend this company for internship to a friend. | 1 | 2 | 3 | 4 | 5 | 6 | x |
| During internship I was most pleased with: | | | | | | | |
| During internship I was least pleased with: | | | | | | | |
| My suggestions for improvement of the quality of internship: | | | | | | | |

1 – I fully agree ... 6 – I fully disagree. X – I don't know / not relevant

Please, describe your experience regarding internship in comparison to the internship in the first year. How do you assess the planning of the internship? In what way did it influence your internship (work, orientation, expectations, acquisition of competences/skills/knowledge?)

Thank you!



8. World café method

If possible, all three stakeholders should share their experiences and feelings in a World café session.

For the feedback following methods should be used:

The methodology World Café - consists of common parts serving the comparability between the stakeholder groups and of specialized elements designed for each of the stakeholder groups separately.

The common method used with each of the stakeholder groups is the question round with each of the groups. During the question session, 5 questions are presented and explained. The participants have 5 minutes per question to write feedback using moderation cards. Each of the group is asked the same 5 questions. The purpose is to find out to what extent the expectations of the separate stakeholder groups towards the dual study model match.

The following questions are asked:

Question 1

Do you see the connection between the theoretically taught contents of the university and the given practical training at all?

Question 2

What do you see as the biggest benefit for the company and the students?

Question 3

How can you understand whether the company's activities really complement the curriculum?

Question 4

Are the quantity and quality of care provided by the mentors sufficient?

Question 5

Which kind of assessment and feedback tools (written or oral) did you use to reflect the practical training? To whom these were submitted?