

OUR MISSION

The Austrian Schools and Colleges of Engineering, Arts and Crafts ...

- 1. offer their students a well-founded technical and vocational education and training as well as comprehensive general and personal education.**

We consider ourselves an educational establishment which provides its students with comprehensive vocational education and training geared to state-of-the-art technology and the requirements of the employment market; additionally, students graduating from the colleges are entitled to study at all universities, universities for the applied sciences and institutes of higher education.

We pay particular attention to the further development of those general qualifications and social skills which meet the demand of college-leavers on the job market and which enable them to participate successfully in life-long learning through self-study or studying at further educational establishments.

We are convinced that in today's society and world of work, high-level specialist education forms the basis for a successful career and for active participation in social life only when combined with a broad general education. We perceive this duty to provide a general education as a universal teaching principle.

- 2. view their core competence in the development of innovative programmes in all areas of technology.**

We consider ourselves an innovative educational institution with the central mission of guiding our students, through the offers we provide in initial vocational education, to achieving a professional qualification the value of which can be realised immediately in the commercial or industrial sector.

We consider continuing educational programmes an important contribution to expanding and improving the qualifications of those already in employment, thus, ensuring the continuing competitiveness of the Austrian economy.

Continuous observation of changes and developments in all critical technological areas and economical sectors enables us to consistently ensure that our curricula are up-to-date or to develop new programmes. In terms of content, we gear our training courses both to state-of-the-art technology and to the requirements of the employment market. The consistent inclusion of new working methods and tools in lessons enables our college-leavers a smooth start of their professional careers.

Our aim is that the colleges consider themselves as centres of excellence for the transfer of technical qualifications and achieve leadership in their

field in the development and application of modern methods of teaching and learning.

- 3. secure their trademark as “practice-orientation of programmes” through the combination of theoretical education and occupation-related practice, the practical experience of its teaching staff and through intensive co-operation with business and industry.**

The practical orientation of the education and training offered is a characteristic feature of the Austrian schools and colleges of engineering, arts and crafts.

In developing our curricula, we will adhere to the balance between specialist theory and specialist practice, since this is the essential basis of the career opportunities for our graduates.

We are concerned to maintain a modern standard of the equipment required for practical exercises in design, in the laboratory or in the workshop, and to participate in programmes enhancing new technologies.

Through their professional experience in industry, teachers possess a vital precondition for implementing curricula in a manner closely reflecting actual practice.

We consider ourselves an educational institution for the areas of crafts and trade, commerce and industry. We view enterprises in commerce and industry as future employers of our graduates and we are concerned to take account of the demands and needs of the economy in developing and implementing our programmes, and to ensure that we focus on this through suitable processes for matching and evaluation.

Students are prepared for the world of work through compulsory internships and joint projects between college and industry, and especially also through their diploma projects and their final examination projects.

- 4. consider themselves as subject to the highest standards in terms of quality and their continuous further development in their work.**

We approve of the need to clearly structure, standardise, document and evaluate processes in administration and in our pedagogical work.

Customer orientation, a readiness to take decisions, the ability to work cooperatively, a readiness to engage in further training, subject competence and the application of planning and decision-making tools are important criteria for us to ensure efficient work.

Our work relies both on clear pedagogic and professional objectives, and on the knowledge of the economic framework conditions.

We welcome the introduction of management and education standards in our schools and colleges and are convinced that instruments such as benchmarking or feedback contribute to on-going quality assurance.

5. offer their students support and encouragement in a motivating environment for learning and working.

We consider ourselves an educational institution which accepts responsibility for students, in terms of a vital partnership.

Through information, counselling and cross-school co-ordination, we contribute to a smooth start for our 1st year students.

We are particularly committed to offering a positive environment for teaching and learning in our colleges with a diverse range of stimuli, because we know that our students are challenged in particular both by the intensity and the scale of our programmes.

We are particularly concerned to design our education and training offers to appeal to young people of both sexes, and to create an environment for teaching and learning which takes this concern into account, in the interests of educating towards the equality of men and women in society.

We are convinced that the desire to perform well, competence and a delight in innovation on the part of students are important features of a good educational institution. We encourage gifted students, whilst through special support we also contribute to ensuring that students can overcome any learning difficulties.

We contribute to a successful career by mapping out our learning objectives, diversified teaching, transparent and comprehensible assessment of performance, and timely involvement of the student's parent or guardian.

We are proud of the achievements of students in their project work, under the supervision of experienced tutors, and we are especially keen on developing co-operation projects with enterprises.

We view regional, national and international competitions and external certificates as valuable enhancements to lessons, and specially motivating for learners and teachers.

6. consider the skills, experience and commitment of staff as key essentials for successfully implementing the education and training mission.

We consider that essential parameters for successfully implementing our education and training mission are the skills, experience, expertise, commitment and social skills of our staff, together with a good working atmosphere.

The establishment and continuous further development of a well-qualified team of staff call for long-term concepts of human resources development; these include in particular the selection of staff, further training and career advancement for staff.

The practical orientation of the education and training requires teachers to have sufficient vocational experience when they join the college's staff

team. In addition to this, regularly refreshing and expanding this acquired practical knowledge is essential, supplementary to the teaching activity.

We make high demands on ourselves, on our abilities, on our readiness to learn and perform, and on our creativity.

Employees identify with the mission of the educational establishment and collaborate constructively in teaching and administration.

Executive staff sets goals, take strategic decisions, support initiatives and encourage performance, develop project teams and are able to motivate colleagues.

7. deliver their education and training work with a strong focus on international aspects and create mobility, cosmopolitanism and intercultural understanding.

We consider ourselves an educational institution with a strong European, and - beyond that - international commitment. On the basis of a strongly-rooted awareness of democratic principles, we guide our students towards mobility, acceptance of others and intercultural understanding.

We are aware that successful Europeanisation or internationalisation can only succeed on the basis of good language training and through a readiness to participate in international partnership, mobility and exchange programmes. Promoting these activities is of vital importance to us.

Transparent presentation of our education and training courses, integration of credit transfer models and respecting European framework conditions ensure that our certificates enjoy wide recognition.