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for Quality Assurance at Institutional Level“**

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IBAR PROJECT

# QUALITY AND INFORMATION – THE PORTUGUESE CASE

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Work Package 11

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## 1. INTRODUCTION

Higher education has had an increased interest in performance since the last quarter of the twentieth century (Sarrico, 2010), among which new quality assurance systems arise. Although following initiatives largely imposed by governments, performance indicators, an integral part of information systems, have been incorporated into the management of HEIs at different levels (Cave, 1997). In fact, organisational performance measurement has been developed since the traditional models of accounting arose (Eccles, 1991; Neely, 1999) and has suffered many changes over time. By the eighties, performance measurement is transformed by the quality movement, and in the nineties the quality movement moves its emphasis to a more external perspective, with quality measures focusing on customer satisfaction (Kaplan, 1992). It is also around this time, that the interest for cause-and-effect models of performance started to be developed, which look not just at the results (effects) but also at the determinants of those results (causes) (Brignall, 1991) and also an interest of making an effective use of the data collected for improvement purposes. These preoccupations — *accountability* to external stakeholders and a preoccupation with using information for driving *improvement* —, also appeared in the higher education sector as reforms have been driven by trends of massification, diversification, privatization and internationalization (Bernhard, 2012).

These trends have also been present in Portugal, and the quality assessment and accreditation system now existent in this country makes reference and puts pressure on HEIs to develop reliable information systems to collect, analyse, use and publish information, in accordance with the European Standards and Guidelines (ESG) for Quality Assurance in the European Higher Education Area.

The ESG (ENQA, 2005) explicitly include references to the need to use information for improvement and enhancement of quality and the accountability dimension in ESG 1.6 and ESG 1.7, respectively:

ESG1.6 - Information systems: Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities.

ESG1.7 – Public information: Institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programmes and awards they are offering.

The main goal of WP 11 on *Quality and Informationis* precisely to understand which ‘good practices’ and ‘barriers’ can be identified related to the collection, analysis, use and publication of relevant information for the effective management of HEIs’ programmes of study and other activities.

As such, this report begins with a short explanation on the methodology upon which this research is built for the Portuguese case. Next, the findings across the four institutions studied are presented under six broad sections that reflect the six research questions defined in the framework of this work package. The report concludes with a synthesis of the main findings, and with a set of recommendations for institutional managers and for policy makers.

## 2. METHODOLOGY

Following the methodology used in previous work packages of the IBAR project, the analysis for this work package will also focus on a sample of higher education institutions (HEIs). Four public HEIs have been selected as the Portuguese case studies, belonging both to the university (HEI  $\alpha$  and HEI  $\beta$ ) and the polytechnic subsystems (HEI  $\gamma$  and HEI  $\delta$ ). They are also different in terms of number of students and location in order to provide a diversified sample, able to empirically base the research.

The analysis was developed in two steps. Firstly, we started by analysing national legal texts and institutional policy documents referring to different aspects connected to the collection, analysis, use and publication of information (qualitative and quantitative) related to quality assurance processes. Secondly, a total of 36 interviews were conducted with different groups of actors in each of these institutions and transcribed later on for content analysis.

These interviews targeted, in each of the four selected institutions, both members of the central management and administration and members of the faculties/schools. The first group comprised the Rector/President (or, in its place, a vice-rector/vice-president, or a pro-rector) and the representative of the Quality Assurance structure (or, in its place, of the Senate, of the structure responsible for study programmes, or of the Student Support Services). The second group was constituted by the Dean (or equivalent), the representative of the Quality Assurance structure (at unit level), the study programme director, and by two focus groups, one composed by academics and the other by students (around five participants in each focus group).

Again, and due to methodological reasons, a selection was made of, firstly, the scientific areas and, secondly, the study programmes to which the members of this second group belonged. The purpose was to choose different scientific areas and study programmes offered in all institutions, regardless of their sub-system (university or polytechnic). As a result, two major distinct scientific areas were chosen – Engineering and Arts – and two study programmes (first cycle level study programmes only), from each area, were selected in each institution: Civil Engineering and Design, in HEI  $\alpha$ ; Civil Engineering and Communication Design, in HEI  $\beta$ ; Civil Engineering and Arts and Design, in HEI  $\gamma$ ; and Civil Engineering and Fine Arts, in HEI  $\delta$ . For ease of reference and consistency, the broad terminology *Engineering* and *Arts* is used throughout the report to name the two investigated areas.

Findings based on all the collected data (both from legal documents and interviews) are presented in the following section, for each research question in the work package. While document analysis was the main source of information about the collection, analysis and publication of information related to

quality assurance processes, the interviews allowed for a better understanding of its real use.

### 3. FINDINGS

The following sections offer a synthesis of the findings across the four surveyed HEIs, highlighting also the differences that emerged between them. Annex 1 presents the detailed findings for each institution.

#### 3.1 Question 1

*Is there any policy, regulations or practice at national level referring to the provision of information about HEIs and by HEIs (to the society at large, various institutions, HEIs stakeholders, students, employees, etc.)?*

In Portugal, national legislation establishes quite comprehensive rules that govern higher education institutions' collection, analysis, use and publication of information related to quality assurance processes.

The 2007 Legal Framework of Higher Education Institutions (colloquially known by its acronym RJIIES) establishes obligations for the State and HEIs. It is a general responsibility of the State regarding higher education to ensure the public disclosure of information relating to educational projects, higher education institutions and their study cycles. More specifically, regarding records and their publicity, the supervising ministry should organize and maintain an updated official record publicly accessible that includes the following data about higher education institutions and their activity:

- a) Higher education institutions and their relevant characteristics;
- b) Consortia of higher education institutions;
- c) Studies cycles currently being offered leading to the award of an academic degree and, when appropriate, the regulated professions for which their graduates qualify;
- d) Teachers and researchers;
- e) Results of assessment and accreditation of higher education institutions and their study cycles;



- f) Statistical information, particularly about vacancies, applicants, enrolled students, degrees and diplomas conferred, teachers, researchers, other personnel, student social support, and public funding;
- g) Employment of holders of academic degrees;
- h) General database of graduates of higher education;
- i) Other relevant data, defined by ordinance of the supervising minister.

The law specifically mentions the need for information on the transition to the labour market, again assigning responsibilities to higher education institutions and the State, respectively:

- It is the obligation of each institution the collection and dissemination of information on the employment of their graduates, as well as on their professional paths.
- It is the responsibility of the State to ensure public accessibility to this information, as well as its quality and comparability, including the adoption of common methodologies.

It also mandates that HEIs have to publish an annual report on its activities, giving account of:

- a) the degree of fulfilment of the strategic plan and annual plan;
- b) the achievement of objectives;
- c) the efficiency of the administrative and financial management;
- d) the evolution of the financial position and sustainability of the institution;
- e) the rotation of teaching and non-teaching staff;
- f) the evolution of admissions and attendance of their study cycles;
- g) the degrees and diplomas awarded;
- h) the employability of their graduates;
- i) the internationalization of the institution and the number of foreign students;
- j) the provision of external services and partnerships established;
- l) the procedures for self-assessment and external review and their results.

To ensure increased transparency, the law mandates that institutions use the Internet to make information available:

1. The institutions of higher education must offer on their website all relevant elements for a thorough knowledge of the study programmes offered and degrees conferred, research activity and services provided by the institution.
2. Among the items available, it is obligatorily to include the self-assessment and external review reports of the institution, its organizational units, and their study cycles.

RJIES additionally details the following rules regarding information and publicity by higher education institutions:

1. Higher education institutions must mention in its information documents intended for public dissemination and related advertising the accurate content of their recognition of public interest, the authorization for the operation of their study cycles and the recognition of their awards by the State.
2. Higher education institutions must make available accurate and sufficient information on the following aspects:
  - a) Mission and objectives of the institution;
  - b) Statutes and regulations;
  - c) Organisational units;
  - d) Cycles studies in operation, degrees awarded and curriculum structures;
  - e) Faculty, and employment status;
  - f) Arrangements for student assessment;
  - g) Evidence of accreditation and evaluation results of the institution and its study programmes;
  - h) Rights and duties of students, including all tuition and fees payable by them;
  - i) Student social support services;
  - j) success and failure rates as well as employability rates of their study cycles;

l) other matters prescribed by law or the statutes.

In addition, the 2007 Legal Framework for the Assessment of Higher Education considers as one of the quality assessment parameters related with the results arising from the activity of higher education institutions:

The information about the institution and about the education provided.

It also recommends that, as part of its self-evaluation, among other things, higher education institutions should:

Ensure they collect, analyse and use relevant information for the effective management of their study programmes and other activities;

Regularly publish quantitative and qualitative, timely, impartial and objective information about:

- i) their study programmes, degrees and awards;
- ii) the monitoring of the destination of their graduates for a reasonable period of time, from an employability perspective.

Finally, there is also a reference to the disclosure of information in decree-laws 205/2009 and 207/2009, which stipulate the statutes of the academic profession, respectively in universities and polytechnic institutions. They establish that higher education institutions should promote adequate disclosure of the syllabus of their courses within study programmes, as well as all the information associated with them, in particular objectives, bibliography, and student assessment system, through their respective Internet sites.

### **3.2 Question 2**

*What is the institutional policy and practice regarding **collection and analysis** of information connected to the following aspects: student progression and success rates; employability of graduates; students satisfaction with programmes; effectiveness of teaching staff; profile of student population; learning resources available and their costs; institution's own key performance indicators.*

Globally, the Portuguese HEIs represented in the study tend to collect and analyse information connected to some of the aspects referred to in the question. However, not all the information is collected or always systematised and monitored by specific services. First of all, it will be presented a description of what is present in the institutions website relating to the collection and analysis of

information taking into account the referred aspects; and, secondly the emergent ideas that come to the fore when analysing the different interviewed actors' responses.

In HEI  $\alpha$ , there is an office for Institutional Assessment and Promotion of Quality which is responsible for collecting information, questionnaires administered, development of indicators, organization of self-evaluation and external evaluation, information analysis and delivery of studies. This office has been collecting information about failure and dropout rates. Related to employability, this same office prepared its first study in 2005. Every semester, the student's opinion survey is realized through their website, and the aggregate analysis by course is accessible online. However, the individual results are distributed to the respective study programme committees, departments and teachers. Since 2001/2002, this office makes a profile of the student population, but only considering the new students. This study, which is made through a questionnaire to the new students, began to include this year the new students from the 2nd and 3rd cycle study programmes, as well. Each year the institution collects data for the preparation of its accounting and activities reports, both available online.

In HEI  $\beta$ , there is a stabilised information system since 2003, which supports many daily tasks, providing relevant information about institutional activities and is a platform on which are linked all management subsystems that are used regularly. It is an integrated information system that allows easy access to relevant information for the institution, whether educational, scientific, technical or administrative. The system provides complete information on students' academic records, course syllabus, schedules and room availability, people location, authors of publications, on-going projects, etc. It also serves as a response to external actors either on study programmes offered, or, in general, about the activities of the institution.

Consequently, the institution has services responsible for collecting and analysing information. The "Continuous Improvement" service, whose mission is to establish a support system to promote continuous improvement and quality culture, is responsible for collecting, analysing and disseminating relevant information on the performance of the institution, as well as maintaining and updating all related indicators: for example, data about admissions, number of students enrolled by study programmes, and socioeconomic characteristics of the students. The service called "Employment Observatory", based on alumni's surveys, collects information on employability and also about satisfaction with programmes. Each year the institution also collects data for the preparation of its accounting and activities reports, both available online. The electronic pedagogic surveys are held every semester enabling students to assess their courses and teachers.

In HEI  $\gamma$  there is a Planning and Quality Management Office, but no documents are publicly available. Thus, visiting its website it is not possible to know what information is really collected and analysed. Moreover, it was not possible to find activity and accounting reports. Currently, this HEI is

developing a quality assurance system where it will be included collection and analysis of information about employability.

On the other hand, at unit level it is possible to find documents which reveal the existence of collection and analysis of information regarding: student progression and success rates, dropout rates, profile of student and teachers population, financial resources, student's mobility and number of graduates.

In HEI δ, there is an Evaluation and Quality Office which is responsible for developing assessment activities (internal and external) and for promoting quality in accordance with the statutory bodies' guidelines. To fulfil its mission, this office is responsible for collecting and analysing information for all institutional units related to: effectiveness of teaching staff through pedagogic surveys every semester, characterization of new students every year, preparation of self-assessment reports and external evaluations. Since 2008, the information collected is done systematically by this office. According to the institution president, the collection regarding information about student progression and success rates is centralized in the academic services. Regarding employability, there is an "integration into working life observatory" which is responsible for collecting and analysing information about this topic, but only now is it doing it in a more systematic and reliable way (in the opinion of the quality assurance structure representative).

For the first group interviewed, those placed at the centre, information has been collected and analysed at different levels. However, in some cases the information is collected by specific offices; in others it does not happen, but, in these cases, there is an initiative to turn the collection and analysis more systematic, by developing quality assurance systems. This group highlights some motives that helped or boosted the need to collect and analyse information: the new regulations for the teaching staff assessment changed the paradigm in terms of pedagogical information; the inclusion of students' opinions about teachers in their assessment turn this more important and then increased the response rates; the external evaluation and accreditation process which requires information.

From the teachers' perspective, information is collected and some is analysed by them, because in some HEIs, they need that information to make their semester/annual report about their own courses. However, they often felt that there is a lot of information which is not analysed by anyone, maybe because there is no one assigned to doing it. However, in an Arts context (HEI δ) and because the number of students and teachers is smaller, the information is handled in an informal way among them; for example, regarding employability, an Arts teacher collect such information directly from the students. The study director emphasizes that there is not official information about that; there is not a standardized method for all study programmes; in some cases there is monitoring, but informal.

Regarding students, the basic idea that comes from the data collected is that they are aware of the collection and analysis of information which is made by their institutions. They have access to a lot of information but they do not really know who analysis it, and feel that some information is lost. Some of them mention that before their admission to the institution, they did not know, for example, about employability rates.

Although it is not possible to establish clear differences concerning policy and practice regarding collection and analysis of information, it seems that universities are more organized than polytechnics, but the latter are already developing this area. It also seems that the aspect 'employability of the graduates' is the weakest one, because some actors are not aware of this information, and the ones who are, feel that only now the collection is made in a more reliable way. Finally, it seems that the creation of specific services in HEIs to make the collection and analysis of information turns this process more systematic and reliable.

### **3.3 Question 3**

*What is the institutional policy and practice regarding **use** of information connected to the following aspects: student progression and success rates; employability of graduates; students' satisfaction with programmes, effectiveness of teaching staff; profile of student population; learning resources available and their costs; institution's own key performance indicators. For what purpose is it used (decision-making, corrective action, improvement, innovation)?*

Basically three ideas come to the fore when analysing the different interviewed actors' responses about the use of information. There is not a systematic use of the information, sometimes it is used because there is an external pressure to do so (for example, accreditation processes); there is a general perception that information is not used optimally; and, there are actors, particularly students, that are not aware of use of information.

For the first group of respondents, central management, information is seen as an essential need to define a strategic plan for the institution at different levels. It seems that information is used for domestic consumption and to work the institutional image outwards. For example, the use of information about the profile of the student population helps in the strategy to attract new students. In their perspective, the information which results from pedagogic surveys is used for improvement. However, there is a general concern to turn the use of all information more systematic. In HEI δ, the president assures that information about student progression and success rates is used by all in a bottom-up perspective: the teachers have to do a discipline report every semester and then, the study programme director has also to do a global report where he crosses all the obtained information with

the pedagogic surveys' results and, then if it is necessary, that information is used for corrective actions.

At unit level, there is a general consensus between study programme directors that information is used to redefine or rethink the offered study programmes. They claim that it allows for making well informed decisions about the syllabus reorganization and also relating to numerous clauses based on employability data. They also mention that information on student progression and success rates is used to act and resolve problematic situations, i.e. as corrective actions, or to rethink teaching practices. However, there are opinions, such as the one transmitted by the Engineering study programme director of one institution, who mentions that there is a difficulty in taking corrective action among teachers, because the teaching autonomy is very powerful, is seen as inviolable, and it is very difficult to fight against this culture. Although there are consequences for bad performance, they are not as many as it should be. The study programme directors also mention that information is used on advertising the study programmes and the institution. However, one of the directors mentions that sometimes the information is only analysed for the accreditation process, although it could be used for other aims. The general opinion is that information is not used optimally.

Regarding teacher's opinions about this theme, it seems that in all institutions they think that information is more used at central level for decision-making. However, they also use information about their own courses (especially regarding student progression and success rates) in an individual perspective. In HEI  $\alpha$  and in the Engineering study programmes, they use it to discuss with the school director in order to find solutions for the future. In the Arts context, maybe because the number of teachers and students is smaller, the teachers argued that they use the information about students (individual records) to know them better. They also mention that the information is used to readjust some situation that might occur, but everything is handled in a fairly informal way. From another perspective, they refer that from the information collected ideas for redesigning the study programmes could emerge.

In all four institutions references were made by the students that they do not see the use of information, despite knowing that there is information gathering. They felt that they are left out of this area and that there is a disconnection between the students and decision-making processes. However, they want to believe that information is really used.

### **3.4 Question 4**

*How effective is collection, analysis and use of information within the institution?*

The data collected in all four institutions suggests that the process of collection, analysis and use of information is not optimal.

All actors make reference to the pedagogic surveys, especially students and teachers. They feel that if the collection of this kind of information is ineffective, then the analysis and use will also be ineffective. The problem seems to be the low response rates and that it is not shown to the students how important this information is. However, the students do not see the use of it, and consequently they do not feel motivated to respond. For these reasons, all the information from these surveys is used with caution.

Another point mentioned by the interviewees is the information related to employability. In some HEIs, collecting data on employers and graduates is not effective, because it is difficult to reach them; internally it is easier to reach students, but externally it is very difficult to achieve response rates for an effective analysis and use. The students mention that this information could be used more effectively by the institutions' marketing office.

However, an HEI's president believes that the information is used effectively because the problems are resolved.

### **3.5 Question 5**

*What is the institutional policy and practice regarding **publication** of information connected to the following aspects: offered study programmes; intended learning outcomes; awarded qualification; teaching, learning and assessment procedures; learning opportunities available for students; views and employment destinations of past students; profile of the student population.*

*What do you keep internal? What do you publish externally? How do HEIs verify if the expectations concerning impartiality and objectiveness of published information are fulfilled?*

The analysis of the institutional policy and practice regarding publication of information connected to the mentioned aspects in Question 5 was performed in two parts. Firstly, the four HEI websites were analysed looking for information about the mentioned aspects to see if that information is really published and available for consultation (see Table 1). Then, it was analysed the data collected from the interviews to find the different actors' perception about this theme.

The websites of the analysed HEIs seem to have an area targeted for future candidates with easy access to different kinds of information related to their interests. Regarding the aspects mentioned and under analysis, the HEIs publish most of the information. One aspect that is common to all institutions is the lack of the views of past students that is not embedded yet. However, it seems that the collection of employment destinations of past students is more developed in the university context than in the polytechnic. Another aspect that seems treated differently by the HEIs studied is the student population profile. Some HEIs feel the necessity to know who is applying to their institutions, because



they make surveys targeted only for the new students, perhaps to help them in outlining strategies to attract new students.

**Table 1** – Publication of information in HEIs’ websites, regarding the aspects mentioned in Question 5

Higher Education Institution	University $\alpha$	University $\beta$	Polytechnic Institute $\gamma$	Polytechnic Institute $\delta$
<i>Offered study programmes</i>	yes (including vacancies, entrance exams, minimum entry grade in previous school year, conditions of admission)	Yes (including vacancies, entrance exams, minimum entry grade in previous school year, conditions of admission but only for Engineering)	yes (including entrance exams, conditions of admission)	yes (including vacancies, entrance exams, conditions of admission)
<i>Intended learning outcomes</i>	yes	yes	yes	yes
<i>Awarded qualification</i>	no	yes	yes	no
<i>Teaching, learning and assessment procedures</i>	yes	yes	yes	yes
<i>Learning opportunities available for students</i>	yes	yes	yes	yes
<i>Views and employment destinations of past students</i>	<i>Views:</i> no (only career prospects; <i>Employment:</i> yes (graduate survey 2012)	<i>Views:</i> no (only career prospects; <i>Employment:</i> yes (graduate surveys 2005-2010)	<i>Views:</i> no (only career prospects; <i>Employment:</i> no	<i>Views:</i> no (only career prospects; <i>Employment:</i> no
<i>Profile of the student population</i>	no (only new students profile)	no (a very brief description of HEI facts and numbers)	no (only available in the Engineering school and not current (2010))	no (only for new students profile)

In HEI  $\alpha$ , the pro-rector refers that the institution has systematic planning for regional media, in which they are trying to show the importance of the university at different levels. He also states that the annual report with accountability information has acquired a greater scope and visibility in recent years. In the case of HEI  $\beta$ , the pro-rector states that the institution has the policy to make public 99% of the information produced. In his words “knowing yourself is the best incentive to improve what exists”. Regarding the polytechnic institutions analysed, their presidents state that all the information produced is available online, but some is only accessible internally.

Globally, the teachers are aware that the institution publishes information and it is available through a website dedicated to future candidates. Moreover, all four websites have links to a specific page dedicated to future candidates/visitants. However, a HEI  $\delta$  teacher said that not all information is published, especially information about employability.

Students state that in an external perspective, the candidate has access to all the information he needs to know about the study programmes and the institution through the websites. However, some

students are not aware of information about employability; they do not see publications about that and their knowledge about this issue is based on unofficial information or in external studies.

### 3.6 Question 6

*What **barriers and effective practices** are in place as regards collection, use and publication of information in the institution? What can be done to enhance the current policy and practice in this area?*

From all the data collected and analysed for the Portuguese case, we have come to the following set of barriers to the effective practice regarding collection, use and publication of information in HEIs and the implementation of Standards 1.6 and 1.7 of the European Standards and Guidelines for Quality Assurance:

1. the idea that information is not used;
2. lack of training on “how to collect and analyse information”;
3. low response rates in surveys related to pedagogical matters;
4. lack of assurance on how information is collected (especially regarding the concept of employability);
5. lack of teachers involvement in the debate;
6. lack of involvement of people of specific areas, especially Arts, in designing the collection instruments;
7. information systems are little intuitive and functional;
8. lack of information visibility (“make it visible without one having to look for it”);
9. a culture of disaggregated information only for management’s eyes;
10. lack of standardized and systematic processes;
11. lack of formalization regarding collection of information (especially employability data);
12. lack of human resources available to work on this issue and being responsible for monitoring it;
13. lack of time to analyse information; teachers especially complain of excessive paper work.

In terms of institutional good practices, the following emerged from the analysis performed over all the collected data:

1. existence of an office inside the HEI responsible for collecting and analysing data;
2. external pressures create systematic processes to collect information;
3. existence of websites targeted to candidates;
4. training new students on how to use the existing information systems;
5. an award (ECTS Label) for attesting the quality of information on the study programmes' offer published in the website.

The data collected from the interviews indicates that there is a general idea that more could be done about this issue. The information systems must change to a more intuitive and user-friendly character. The information must be simpler (summarised) and visible. The disclosure of information must be done differently, in such a way as to make the importance of the information clear. The data collection on employability must be rethought to enhance its credibility.

## **4. CONCLUSION**

### **4.1 Summary of Findings**

This report intended to shed light, on the one hand, on how Portuguese HEIs collect and analyse information about their programmes and other activities in order to effectively managing their quality, and on the other hand, on their provision of information for the general public. Although national legal texts quite comprehensively, and even redundantly, determine and stimulate the collection, analysis and use of diverse information, the reality seems that more could be done about this issue. In addition, in Portugal, the accreditation of programmes is very recent, and maybe because of that some HEIs have not felt the need to have formal mechanisms for collecting and analysing information and also making an effective use of it. The accreditation process has a preponderant role in assuring that programmes achieve minimum standards leading to their official recognition and also determining what HEIs should develop in terms of quality assurance policy for their programmes. Only after the start of this process (despite the fact that a previous external quality review process existed, albeit without less teeth), have some HEIs felt the need to create or further develop internal mechanisms and to make them formal.

The results suggest that the collection, analysis and use of information does take place in Portuguese HEIs, but some HEIs do not have standardized mechanisms for it and do not collect it in a systematic

way. The study showed that in those HEIs where information systems exist there is already some monitoring but still informal. It seems that HEIs have the preoccupation of collecting data, among other things, on access, progression, graduation, and employability, but essentially mainly due to the need to prepare for external reviews.

Generally, all the information collected is used (not optimally) on different purposes depending on which information is collected: pedagogic surveys' results are used for improvement, through corrective actions or to rethink teaching practices; the profile of new students' population is used for innovation on defining new strategies for attracting students; student progression and success rates are used for improvement by teachers, study programme and school directors.

Although the national legal texts are quite emphatic about employability information, it seems that this topic is the weakest one. On the one hand, it looks like the employability concept must be explicitly defined within HEIs to turn the use of this information more reliable; on the other hand, the collection of this information must be done with more coherence. However, the results showed that publication of this information is more organized in the universities than in the polytechnics.

There is also some inefficiency on data generated by student feedback. It seems consensual by the different actors that very little or nothing is made with that information, which reduces motivation to respond, and eventually low response rates become a problem for the confident use of that information.

However, we have identified some 'barriers' to the implementation of systematic mechanisms to collect, analyse and use information that are common within the HEIs analysed such as: the idea that information is not used, so why collect it?; and, lack of consistent methods to collect information, so is the use of information reliable?. We have also identified some 'good practices', namely that two HEIs in the sample, despite some difficulties and criticisms, produce and publish information on different aspects, such as the profile of the student population, student feedback on teaching and learning, and employability of graduates .

#### **4.2 Recommendations for institutional managers and for policy makers**

Taking into consideration all the data collected and the analysis done for the Portuguese case, we came up with the following set of recommendations, targeted at both institutional managers and policy makers.

##### *Recommendations for institutional managers*

1. promote the use of information;

2. avoid multiplication of data collection exercises;
3. give reliable feedback to students about the pedagogic surveys' results, showing that there are corrective actions resulting from them;
4. formalize and systematize processes regarding collection of information;

*Recommendations for policy-makers*

1. define a unique employability concept for all HEIs

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## ANNEX - INSTITUTIONAL DATA BY HEI

### HEI $\alpha$

<p>WPI11.2</p> <p><i>What is the institutional policy and practice regarding <b>collection and analysis</b> of information connected to the following aspects:</i></p> <ul style="list-style-type: none"> <li>a) <i>student progression and success rates;</i></li> <li>b) <i>employability of graduates;</i></li> <li>c) <i>students satisfaction with programmes;</i></li> <li>d) <i>effectiveness of teaching staff;</i></li> <li>e) <i>profile of student population;</i></li> <li>f) <i>learning resources available and their costs;</i></li> <li>g) <i>institution's own key performance indicators.</i></li> </ul>	<p>In the opinion of the vice rector, the teaching staff assessment was a fundamental key to change the paradigm in terms of collection of pedagogical information. This change introduced automation to the process, in relation to, for example, making available the classes summaries. "This allows us, firstly to have a much greater control on the part of teaching and know, with some quality assurance, what has been effectively carried out, it was something completely different from what we had before. And I can accurately know exactly the materials that were given, the number of students who have been at each session. So we have all this information fully available."</p> <p>Moreover, there was another factor that was included in the assessment process, albeit with a relatively residual value, which is the student's opinion about teachers. This is measured through surveys and, in his opinion, the factor being integrated in the assessment process; it increased the student's response rate. Perchance motivated by the fact that today they have a much more active role in this process.</p> <p>The university has an integrated information system which integrates some routines and collects information at different levels: student's opinions, graduates (3 in 3 years) and finance management (still development).</p> <p><i>Engineering</i></p> <p>The institution has somehow collected information centrally. The institution collects every year a series of information regarding different aspects like the student's characteristics, their degree of satisfaction about the course.</p> <p>Every year there is a survey about student's satisfaction about the different courses, but the response rate has been very low. The study programmes director mention that the accreditation process of Engineering study programme boosted the collection of information.</p> <p>Students have access on some personal information about their academic course through the website. Students report that information collected is good, but it should be analyzed differently to bring some benefit to them. The students also mention that before they enter in the institution, they didn't know about rates on employability. Only after.</p> <p style="text-align: right;"><i>Arts</i></p>
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	<p>The institution provides information through an information system. They have access to an analysis of statistical numbers about their students.</p> <p>The arts teacher's don't have access to all the information available in the information system. The information system is not intuitive and is very complex.</p>
<p>WP11.3</p> <p><i>What is the institutional policy and practice regarding <b>use</b> of information connected to the following aspects:</i></p> <ol style="list-style-type: none"> <li><i>student progression and success rates;</i></li> <li><i>employability of graduates;</i></li> <li><i>students satisfaction with programmes;</i></li> <li><i>effectiveness of teaching staff;</i></li> <li><i>profile of student population;</i></li> <li><i>learning resources available and their costs;</i></li> <li><i>institution's own key performance indicators.</i></li> </ol> <p><i>For what purpose is it used (decision-making, corrective action, improvement, innovation)?</i></p>	<p>In terms of use of information, the institution is developing a more coherent and systematic process. Specially, an intervention that aims the use of this information in issues about disclosure and marketing of the university. In recent years, there has not been a consolidated strategy for dissemination or for the construction of a communication plan. The objective is using the information to create an external institution image. The information is also used for events on higher education, not only to show the offer in study programmes but also information on the number of graduates, living conditions in the region and the importance of academic study.</p> <p>However, there isn't a systematic use of the information and associated to an explicit objective. It is an early stage.</p> <p><i>Engineering</i></p> <p>The information collected was used, for example, to redefine the offered 1st and 2nd cycle study programmes. All information that is collected is very important, because it allows making well informed decisions. Some of this information is used in advertising the courses and the institution, but not very detailed.</p> <p>Information on student progression and success rates in each subject helps a lot, both for positive or negative perspectives. The study programme director refers that this type of information allows them to be more attentive in order to act and resolve problematic situations.</p> <p>Teachers of engineering refer that study programme and school directors share numeric information with them in order to find solutions for the future of the students and the course, for example, to find partnerships with companies.</p> <p>The students refer the teaching surveys, if the results are not good at one discipline, they could provide some training for those teachers to enhance their performance. Or for example, if employability is not the best, they could try to understand why: is due to the constraints of the market or to the graduate profile that does not match the needs of the employer. They don't see the use of that information.</p> <p><i>Arts</i></p> <p>The school director believes that the data is collected for making decisions but more targeted to central management. Some data could be used to solve problems with specific disciplines. For example, changes in the person who teaches a particular discipline, because there is information that he or she is not the appropriate one to that discipline.</p> <p>Some indicators provided by the information system, for example, averages of incoming students allows to see what skills they have when they arrive to the institution. The information is crucial because it allows questioning and revising strategies which</p>



	<p>have been adopted.</p> <p>The Arts students are not aware of how the information is analyzed, despite knowing that there is information gathering.</p>
<p>WP11.4</p> <p><i>How effective is collection, analysis and use of information within institution?</i></p>	<p><i>Engineering</i></p> <p>The students mentioned that the institution could use more effectively the information about employability in a context of marketing.</p>
<p>WP11.5</p> <p><i>What is the institutional policy and practice regarding <b>publication</b> of information connected to the following aspects:</i></p> <ul style="list-style-type: none"> <li><i>h) offered study programmes;</i></li> <li><i>i) intended leaning outcomes;</i></li> <li><i>j) awarded qualification;</i></li> <li><i>k) teaching, learning and assessment procedures;</i></li> <li><i>l) learning opportunities available for students;</i></li> <li><i>m) views and employment destinations of past students;</i></li> <li><i>n) profile of the student population.</i></li> </ul> <p><i>What do you keep internal? What do you publish externally? How HEIs verify if the expectations concerning impartiality and objectiveness of published</i></p>	<p>The institution has a systematic planning for regional media, in which they are trying to show several aspects both at the university's teaching and research context, showing the community the importance of the university at different strands.</p> <p>The institution publishes an annual report which includes aspects related to accountability and activities that took place throughout the year. In recent years this report has acquired a greater scope and visibility, because, in fact, it gives an annual idea of the institution. This report breaks down into reports of schools, departments, which also produce this information.</p> <p><i>Engineering</i></p> <p>There is a general concern in making partnerships with other universities and with city councils in order to spread information.</p> <p><i>Arts</i></p> <p>...</p>

<p><i>information are fulfilled?</i></p> <p>WP11.6</p> <p><i>What <b>barriers and effective practices</b> are in place as regards collection, use and publication of information in the institution? What can be done to enhance the current policy and practice in this area?</i></p>	<p>There is a general idea that more could be done in relation to the disclosure of the institution abroad. In the opinion of vice rector, there is not a disclosure policy.</p> <p><i>Engineering</i> Externally, there is a certain fear of publishing information to the outside that somehow might be prejudicial to the institution or to the study programme. It is the case of employability, because it depends on its concept and how it was made the collection of the data.</p> <p>One aspect that needs improvement in this area is how is used the information. In other words put into practice this information, use it to make decisions and to improve the quality of teaching. In the opinion of the school director, people are still sceptical about the time they spend in reading these reports and fill out forms, because people do not see great benefit on that.</p> <p>Another aspect highlighted by the study programme director is that “time is needed to analyse the information and also how to analyse that information”. If they used all the information that is currently being collected, it would be very important for quality improvement. Some training in that area is needed.</p> <p>Students report that information collected is good, but it should be analyzed differently to bring some benefit to them.</p> <p><i>Arts</i></p> <p>The school director suggested that it is necessary involving more people, such as teachers, in the debate of the collected information and also make more use of such information.</p> <p>The Design study programme director suggested that the process of collecting information should be more user-friendly. The information system should be more intuitive and functional.</p> <p>Arts students refer the institution website should be more dynamic when it comes to information. Moreover, note that the information should be more visible: “to make known without searching for”. They suggest a presence on social networks.</p>
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## HEI β

<p>WP11.2</p> <p><i>What is the institutional policy and practice regarding <b>collection and analysis</b> of information connected to the following aspects:</i></p> <ol style="list-style-type: none"> <li><i>student progression and success rates;</i></li> <li><i>employability of graduates;</i></li> <li><i>students satisfaction with programmes;</i></li> <li><i>effectiveness of teaching staff;</i></li> <li><i>profile of student population;</i></li> <li><i>learning resources available and their costs;</i></li> <li><i>institution's own key performance indicators.</i></li> </ol>	<p>In the opinion of the pro-rector the institution collects information, analyze the information and produce reports with that information. At the end, there is a publication. However, there isn't information for each study programme. All have access to that information, but only at management level. There is a business culture.</p> <p><i>Engineering</i></p> <p>The engineering school collects information through their own surveys.</p> <p>The institution has an information system that has lots of available information to be analyzed.</p> <p>From the perspective of the teachers, the institution's information system provides enough information that must be analyzed by them. Each one makes his own analysis. They have the opinion that some analysis could be done at school level, but there is no one to make them. There is a lot of information that isn't analyzed.</p> <p>Students have access to information, like success rates.</p> <p>Students refer that all candidates to the institution has access to information about the study programme and the institution.</p> <p><i>Arts</i></p> <p>The school director knows that there are collected different types of information; he mentioned, for example, dropout rates.</p> <p>The study director doesn't know numbers about employability of graduates; he claims that there is no information on arts study programme.</p> <p>In student's perception the information is collected but they don't know how it is analyzed; but sometimes there is not much collaboration of students in the collection.</p>
<p>WP11.3</p> <p><i>What is the institutional policy and practice regarding <b>use</b> of information connected to the following aspects:</i></p>	<p>In the opinion of the pro-rector, without the information which is collected, it would not be possible to make a strategic planning with quantification.</p> <p><i>Engineering</i></p> <p>In the opinion of the school director, there is a difficulty in taking measures to improvement, because some teachers use their teaching autonomy as a right not to be annoyed if something goes wrong. It is very difficult to fight against this culture. However,</p>

<p>a) <i>student progression and success rates;</i></p> <p>b) <i>employability of graduates;</i></p> <p>c) <i>students satisfaction with programmes;</i></p> <p>d) <i>effectiveness of teaching staff;</i></p> <p>e) <i>profile of student population;</i></p> <p>f) <i>learning resources available and their costs;</i></p> <p>g) <i>institution's own key performance indicators.</i></p> <p><i>For what purpose is it used (decision-making, corrective action, improvement, innovation)?</i></p>	<p>there are consequences, not as many as they wanted to.</p> <p>The information is an indicator, which allows making internal changes in the study programmes.</p> <p>According to the study programme director, they collect the information from the information system about the study programme and then it is analyzed and used to make decisions about the engineering study programme. One example is making some decisions relating the numerous clauses based on employability data.</p> <p>Teachers have the perception that some information is not used for defining the strategy of the study programme or even in corrective actions. However, the teachers use that information in an individual perspective, for their own disciplines.</p> <p>Moreover, teachers report that is made a statistical analysis of failure rates, every year, to support the facilities management.</p> <p>In student's perception, they are left out when it comes to the use of information; they are unheard for analysis, for example, high rates of failure in a particular discipline. There is a disconnection between students and decision-making processes.</p> <p><i>Arts</i> The school director uses information for decision-making about his school. However he thinks that the information collected isn't used optimally because it also does not have a suitable treatment.</p> <p>The study programme director uses the information provided from the pedagogic surveys on rethinking teaching practice and even the syllabus.</p> <p>The teachers use the information system to know better their students: individual records of students.</p> <p>The students think that the information is used; the students use the information system to have access to all aspects related to their attendance in the institution.</p>
<p>WP11.4</p> <p><i>How effective is collection, analysis and use of information within institution?</i></p>	<p><i>Arts</i> The teachers think that the pedagogic surveys are ineffective; low response rates.</p>
<p>WP11.5</p> <p><i>What is the institutional policy and practice regarding <b>publication</b> of information connected to the following aspects:</i></p>	<p>The institution has the policy to turn public 99% of the information produced. In the words of the pro-rector: "knowing yourself is the best incentive to improve what exists".</p> <p><i>Engineering</i> The institution make known the information and there is a knowledge of areas where there is less or greater employability, but there is, also, a lot of resistance because the university should not be governed by issues of employability.</p>

<p>h) <i>offered study programmes;</i></p> <p>i) <i>intended learning outcomes;</i></p> <p>j) <i>awarded qualification;</i></p> <p>k) <i>teaching, learning and assessment procedures;</i></p> <p>l) <i>learning opportunities available for students;</i></p> <p>m) <i>views and employment destinations of past students;</i></p> <p>n) <i>profile of the student population.</i></p> <p><i>What do you keep internal? What do you publish externally? How HEIs verify if the expectations concerning impartiality and objectiveness of published information are fulfilled?</i></p>	<p>The institution makes public the results that were achieved in the previous year; they are available to inform potential candidates that want to attend the study programme in following year. On the other hand, information about the students is also available for companies.</p> <p>The teachers think that the school doesn't have a marketing strategy well defined. However, the institution publishes a report with information which is important for candidates. There is also a website dedicated only to future candidates.</p> <p><i>Arts</i></p> <p>The students refer that in an external context, the candidate has access to all the information he needs to know about the study programme and the institution. There is a lot of information published.</p>
<p>WP11.6</p> <p><i>What barriers and effective practices are in place as regards collection, use and publication of information in the institution? What can be done to enhance the current policy and practice in this area?</i></p>	<p>In the opinion of the pro-rector, the disaggregated information must be available at all levels and not only to the management level.</p> <p><i>Engineering</i></p> <p>There is some resistance in using some information.</p> <p>Internally, there should be greater disclosure of information for teachers and students of the study programme. For the exterior, it should be improved the relationship with companies.</p> <p>Teachers have the perception that there is enough information to make a good quality management. However, they think that is very important to improve the disclosure of information. They suggest that summary reports with objective information must be done and then make them visible. The general idea is that the information exists; the majority of information is published, but not in simple reports.</p> <p>Teachers also refer that they haven't access to all the information. For example, they can see everything about academic</p>

information of the student, the student can see information about different disciplines, but the teacher can't see the other disciplines, just their own ones. They think they could learn with their colleagues. There is also lots of information protected by hierarchical levels. They think that this must change to enhance quality.

Students don't believe in the pedagogic surveys, because they not produce any changes. The way they are made must change.

Students recommend that the information system becomes more uniform for the entire institution (some schools don't use it).

Students refer that since the 1<sup>st</sup> year of attendance, they are prepared to use the information system; they even have training to learn how to use it. So, it is very easy the access to the information: consulting payment fees; teaching, learning and assessment procedures; e-mails from other students; grades.

#### *Arts*

The study director thinks that the institution information system is very complicated and needs to be rethought; he notes that despite the information being there, sometimes it's hard to find it.

Another aspect that must be rethought is the pedagogic surveys; it must be shown to students that they are important and that they really can produce changes; on the other hand, disclosure of results should be published more transparently.

In the teacher's opinion, there is a certain disbelief in the information system; it is very complex and needs urgent modifications.

Teachers consider that it is necessary to create a reliable system of data collection through surveys; it must have something to appeal answers from students, and principally, it must show to the people how important it is and that there are effects.

In the perception of the teachers, the communication to the outside is good; the exterior knows what is done in the institution.

The students have the opinion that the information system is complicated; the system could be more clear and the information could be better organized.

In terms of disclosure, they think that it could be done with more impact to exterior; what happens at school in terms of exhibitions and events should have more projection.



WP11.2

*What is the institutional policy and practice regarding **collection and analysis** of information connected to the following aspects:*

- a) *student progression and success rates;*
- b) *employability of graduates;*
- c) *students satisfaction with programmes;*
- d) *effectiveness of teaching staff;*
- e) *profile of student population;*
- f) *learning resources available and their costs;*
- g) *institution's own key performance indicators.*

The institution collected information about different aspects, somewhat due to the evaluation processes that have been done. However, the institution is now developing a quality assurance system to turn this collection more systematic (every year) and not driven through only an external agent.

Normally, the institution makes a survey to the new students and then does a profile of new students.

The institution conducted a survey about employability; it was made once but the institution wants to include in the quality assurance system.

#### *Engineering*

The school management prepares a report which includes the student progression and success rates. These data are collected by academic services, centrally: number of students, number of students assessed and approved, etc. ... but after the analysis is done by the school.

At the beginning of the school year, it is done a survey to the new students to create their profiles; it is also done a survey to the employers and graduates.

The study programme director refer that he collected information about the graduates, but it was a personal initiative.

In the perception of teachers, there is information on various aspects but do not know who is doing this collection and how it is made. Some teachers needed information within the accreditation process and it was given to them by the school, so the information exists.

The students have the perception that the institution collects information, because they heard about employability rates.

#### *Arts*

In the 1st curriculum year students respond to an inquiry about them.

It does not exist a formal mechanism to collect other aspects like students satisfaction.

Regarding employability, school has been doing, but in a sporadic and less organized way. There isn't a standardized method for all study programmes; there is some monitoring, but informal.

The teachers have the perception that the information is collected by the study programme committee.

The students are unaware that information is collected, for example, about employability. They recognize the importance of knowing the profile of graduates.

<p>WP11.3</p> <p><i>What is the institutional policy and practice regarding <b>use</b> of information connected to the following aspects:</i></p> <ul style="list-style-type: none"> <li>a) <i>student progression and success rates;</i></li> <li>b) <i>employability of graduates;</i></li> <li>c) <i>students satisfaction with programmes;</i></li> <li>d) <i>effectiveness of teaching staff;</i></li> <li>e) <i>profile of student population;</i></li> <li>f) <i>learning resources available and their costs;</i></li> <li>g) <i>institution's own key performance indicators.</i></li> </ul> <p><i>For what purpose is it used (decision-making, corrective action, improvement, innovation)?</i></p>	<p>The profile of students allows the image and marketing office defining their strategy to attract students.</p> <p>The information provided by the pedagogic surveys is used as improvement; the results are used by teachers individually, or used by the department's directors.</p> <p><i>Engineering</i> The information collected is used to make an analysis of each semester at a pedagogical level, and to see if there is a need to act as a corrective measure.</p> <p>The study programme director refer that he collected information about the graduates, in order to use it in thinking about the study programme structure.</p> <p>The information analysed for the accreditation process, it was used for that aim; at a unique moment; there is not a systematic use of information.</p> <p><i>Arts</i> The data can be used to support new study programmes proposals (technology specialization courses, master's degrees for example). The information analysis it would be very important to daily study programmemanagement.</p> <p>Teachers have the perception that the data on the employability and graduates were used to design the study programme, especially on the adaptation to Bologna.</p>
<p>WP11.4</p> <p><i>How effective is collection, analysis and use of information within institution?</i></p>	<p><i>Engineering</i> Collecting data on employers and graduates is not effective, because it is difficult to reach them; internally is easy to reach students, but externally it is very difficult to achieve acceptable response rates for effective analysis.</p>
<p>WP11.5</p> <p><i>What is the institutional policy and practice regarding <b>publication</b> of</i></p>	<p>The institution has a information package of all study programmes on the website.</p> <p><i>Engineering</i> The reports of the analysis made at school are public; they are available for consultation by all students, teachers and school staff.</p>



<p><i>information connected to the following aspects:</i></p> <ul style="list-style-type: none"> <li><i>h) offered study programmes;</i></li> <li><i>i) intended learning outcomes;</i></li> <li><i>j) awarded qualification;</i></li> <li><i>k) teaching, learning and assessment procedures;</i></li> <li><i>l) learning opportunities available for students;</i></li> <li><i>m) views and employment destinations of past students;</i></li> <li><i>n) profile of the student population.</i></li> </ul> <p><i>What do you keep internal? What do you publish externally? How HEIs verify if the expectations concerning impartiality and objectiveness of published information are fulfilled?</i></p>	<p>the purpose of doing that is to give information to all the departments, laboratories and all internal actors so they can reflect.</p> <p>In the student's perception, there aren't publications about employability; they heard unofficially from the school director about the employability of their study programme, but they do not see publications about that.</p> <p><i>Arts</i> ...</p>
<p>WP11.6</p> <p><i>What barriers and effective practices are in place as regards collection, use and publication of information in the institution? What can be done to enhance the current policy and practice in this area?</i></p>	<p>Definitely one thing to improve is the creation of an internal system of quality assurance; it is a way to formalize and systematize the collection processes. A good system should have only 10% of data collection and the rest should be devoted to analysis and action.</p> <p>The institution has received an award (the ECTS Label) which attests the quality of information on the study programmes offered published in the website and the management of student mobility within the European Higher Education under the Erasmus programme.</p> <p><i>Engineering</i> One thing to improve would be the process of gathering information on employers and graduates. Turn the information more public, sometimes it is not shown just released.</p> <p>Involving people connected to the area in the development of data collection instruments, because sometimes there are specific</p>

<p>aspects that only the people of the area recognize.</p> <p>The students would like to see more information published in the school website.</p> <p><i>Arts</i></p> <p>Formalization of the processes of collecting information related to employability; standardization of the gathering instruments and more organization.</p> <p>Arts teachers are of the opinion that the collection should be centralized in the institution and not in schools or study programmes committees, so all the collection would be done by the same way; the information must be standardized and systematized.</p>	
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## HEI δ

<p>WP11.2</p> <p><i>What is the institutional policy and practice regarding <b>collection and analysis</b> of information connected to the following aspects:</i></p> <ul style="list-style-type: none"> <li>a) <i>student progression and success rates;</i></li> <li>b) <i>employability of graduates;</i></li> <li>c) <i>students satisfaction with programmes;</i></li> <li>d) <i>effectiveness of teaching staff;</i></li> <li>e) <i>profile of student population;</i></li> <li>f) <i>learning resources available and their costs;</i></li> <li>g) <i>institution's own key performance indicators.</i></li> </ul>	<p>According to the institution president, the collection of information is centralized in academic services: student progression and success rates; the analysis is done for different services depending on the interest: service of quality assessment; school's directors; study programmes directors; teachers. All of these actors have to do a report about their work.</p> <p>Regarding employability, there is an "integration into working life observatory" which is responsible to collect and analyze information about this topic.</p> <p>The quality representative ensures that information is collected on various aspects: student progression, success rates, dropout rates, student's satisfaction, profile of new students. In respect to data about employability, it is only now that the collection is done in a more systematic and reliable way with the creation of the observatory.</p> <p><i>Engineering</i></p> <p>The school director refers that information is collected; for example, the pedagogic surveys are made at the school by the quality office. The employability data is collected by the observatory. The academic services are responsible for collecting data about student progression, success rates, etc.</p> <p><i>Arts</i></p> <p>Currently there are a lot of data collected that can be worked.</p> <p>From the perspective of the study programme director, there is plenty of information on the functioning of scientific and pedagogical aspects about all disciplines.</p> <p>In the opinion of the arts teachers, information is collected and analyzed by them at the one moment, since the size of the number of students and teachers is too small; the information is handled in an informal way among teachers. In regard to employability, teachers collect such information from students because they follow the student's careers by themselves.</p>
<p>WP11.3</p> <p><i>What is the institutional policy and practice regarding <b>use</b> of information connected to the following aspects:</i></p> <ul style="list-style-type: none"> <li>a) <i>student progression and success rates;</i></li> </ul>	<p>According to the institution president, the information is used by all; the teachers have to do a discipline report; the study programme director has to do a study programme report and the school director has also to do a global report. The study programme director crosses the information obtained by teachers with the information that results of students surveys and then, if it is necessary, that information is used as corrective actions.</p> <p>The information is collected for domestic consumption and to work the institution image outwards.</p> <p>According to the quality representative, the information is used by teachers, who have to make a discipline report, which then</p>

<p>b) employability of graduates;</p> <p>c) students satisfaction with programmes;</p> <p>d) effectiveness of teaching staff;</p> <p>e) profile of student population;</p> <p>f) learning resources available and their costs;</p> <p>g) institution's own key performance indicators.</p> <p>For what purpose is it used (decision-making, corrective action, improvement, innovation)?</p>	<p>have to deliver to the directors.</p> <p><i>Engineering</i> The information collected is crossed and used in discussions at study programme level, at department level and school level; it is used as corrective actions to improve aspects which were wrong.</p> <p>The study programme director refers that the information about student progression and success rates allows outlining strategies for the proper functioning of the disciplines and also to rethink their structures.</p> <p>The profile of the 1st year students helps outlining strategies for attracting new students.</p> <p>From the perspective of teachers, the collected information is used at the end of each semester because they have to make a report on their disciplines, highlighting the strengths and weaknesses; based on that information, teachers make proposals for improvement success rates.</p> <p><i>Arts</i> The information collect is very good and serves perfectly to support decisions at different levels: teacher, study programme, department, and school. Decisions to improve student progression, success rates, to make changes on the discipline syllabus or changes in the classroom.</p> <p>The study programme director refers that the information is used for meetings between teachers and management to resolve problems that may arise.</p> <p>In the opinion of the arts teachers, information is used by them to readjust some situations that might occur, everything is handled in a fairly informal way because they are few (teachers and students).</p> <p>In the president's opinion, the information is used effectively because all kind of problems (organization, pedagogic) are resolved.</p>
<p>WPI1.4</p> <p>How effective is collection, analysis and use of information within institution?</p>	<p><i>Engineering</i> Some information is used with caution, because, for example in the student's survey, the response rates are low.</p>
<p>WPI1.5</p> <p>What is the institutional policy and practice regarding <b>publication</b> of information connected to the following aspects:</p>	<p>According to the institution president, all the information produced is available in the website. However, some information is available only internally.</p> <p><i>Engineering</i> Teachers do not have the perception that all information is published; however, there is an international relations office which makes a compilation of information on the disciplines of the different study programmes and makes them available on the website in two languages. Regarding employability, they are unaware that information is published.</p>

<p>h) <i>offered study programmes;</i></p> <p>i) <i>intended leaning outcomes;</i></p> <p>j) <i>awarded qualification;</i></p> <p>k) <i>teaching, learning and assessment procedures;</i></p> <p>l) <i>learning opportunities available for students;</i></p> <p>m) <i>views and employment destinations of past students;</i></p> <p>n) <i>profile of the student population.</i></p> <p><i>What do you keep internal? What do you publish externally? How HEIs verify if the expectations concerning impartiality and objectiveness of published information are fulfilled?</i></p>	<p>In the perception of the students, the institution's website has lots of useful information for anyone who wants to enter in this institution: study programme purpose, syllabus, workload, ECTS, employability, living conditions of the area, etc. However, there isn't information about employability rates but, in Portugal, there are external studies about that.</p> <p><i>Arts</i></p> <p>There is much information in the website. Regarding information on employability, this is not published yet because it is not collected in a reliable way. However, this is changing.</p> <p>In the opinion of the study programme director, the information which passes to the outside is transversal and general information about the different study programmes.</p> <p>Teachers have the perception that there are two types of information which is publicly available: one is general information about the study programmes, made by the institution, and another more specific made by the department (eg, content of courses and extra-curricular activities).</p> <p>The students refer that the website has all the information needed to know the institution and the study programme.</p>
<p>WP11.6</p> <p><i>What barriers and effective practices are in place as regards collection, use and publication of information in the institution? What can be done to enhance the current policy and practice in this area?</i></p>	<p>At this time, the institution intends to implement some mechanisms, some tools of information management to improve the flow of information and to allow a better access to information, both internally and externally (president).</p> <p>According to the quality representative, this institution is currently preparing a quality manual taking into account the ESG and information which is needed to the accreditation process (A3ES). However, he states that, now, the institution lacks the human resources available to work on that properly.</p> <p>The quality representative has also the opinion that it is necessary to create better mechanisms for information flow internally and obviously turn part of this information available to the public in the website; he thinks that the website doesn't have all the important information needed to a future candidate.</p> <p><i>Engineering</i></p> <p>Improve the mechanisms of gathering information to increase response rates; may become computerized the collection and analysis because human resources are not many. The school director thinks that it is also need to improve the disclosure information to the outside world through the website.</p>

	<p>The fact that there is already an office that collects and analyses the information is a big help for those who need to use it.</p> <p>Teachers consider discouraging that there are several bodies which request information (in some cases, duplicate information); teachers are of the opinion that the process of information collection should be centralized in the institution; one bodies collects and analyses and then disclosure it to all.</p> <p>Students consider that the institution website should be more attractive, thereby allowing information to be accessed more easily.</p> <p><i>Arts</i></p> <p>The school quality representative is of the opinion that what is missing is to define actions and then monitoring them; assign a responsible for monitoring.</p> <p>The study programme director has the opinion that in addition to being teachers, they still have much paperwork. Currently, there is already an office to deal with this information which he thinks it will greatly improve the institution's information management.</p> <p>The Arts teachers feel that they should be involved in collecting the information, as arts is a very specific area and of a different nature.</p>
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