



**BROADENING THE SCOPE OF QUALITY ASSURANCE
SYSTEMS TO DOCTORAL EDUCATION.
THE CASE OF THE UNIVERSITY OF AVEIRO**

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13th European Quality Assurance Forum – Broadening the Scope of QA

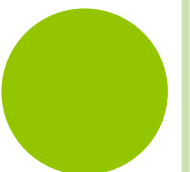
Vienna University of Economics and Business

15th – 17th November 2018

AGENDA



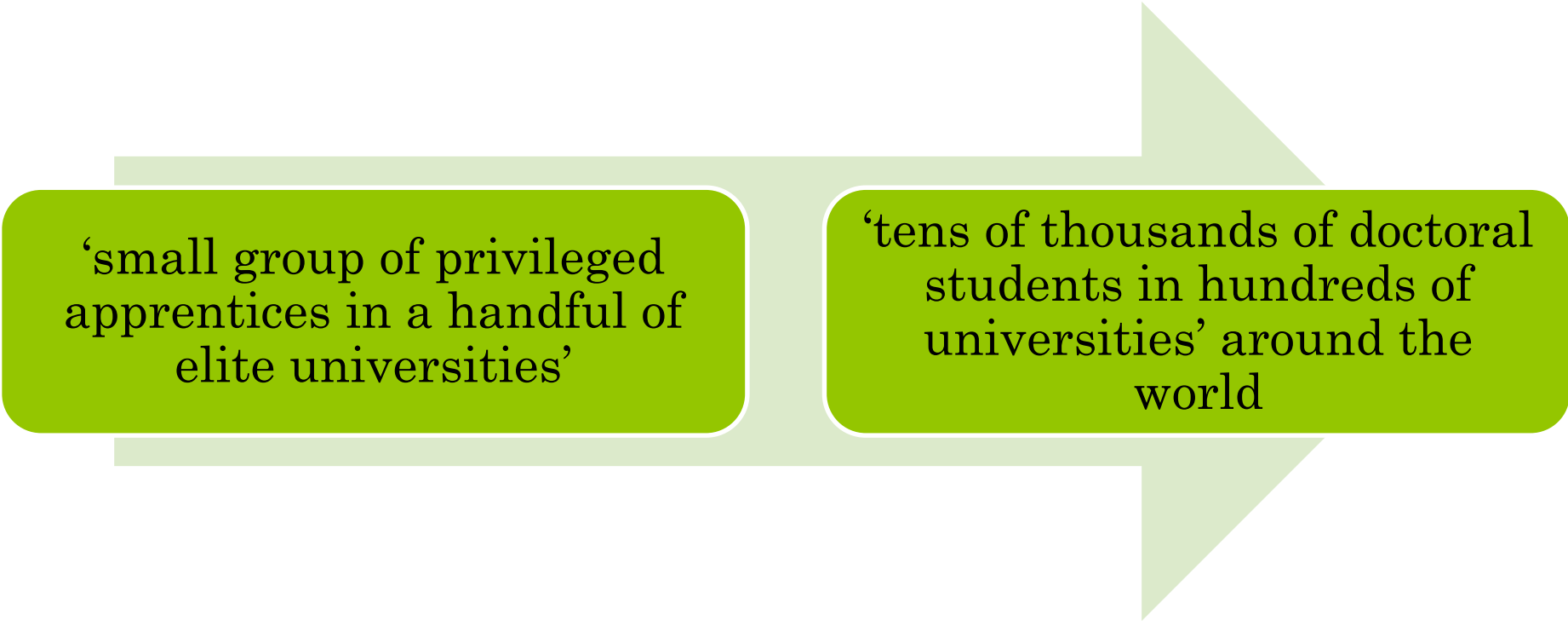
- Introduction
- The development of a QA subsystem for Doctoral Education at the University of Aveiro – SubGQ_PD
- The SubGQ_PD implementation
 - Implementing the SubGQ_PD
 - Some results for the 2017 and 2018 editions
- Concluding remarks



INTRODUCTION – DOCTORAL EDUCATION

Doctoral Education

- considerable **expansion** and **transformation** in recent decades
- **massification**: increase in the number of doctoral students, programmes and universities offering doctoral degrees

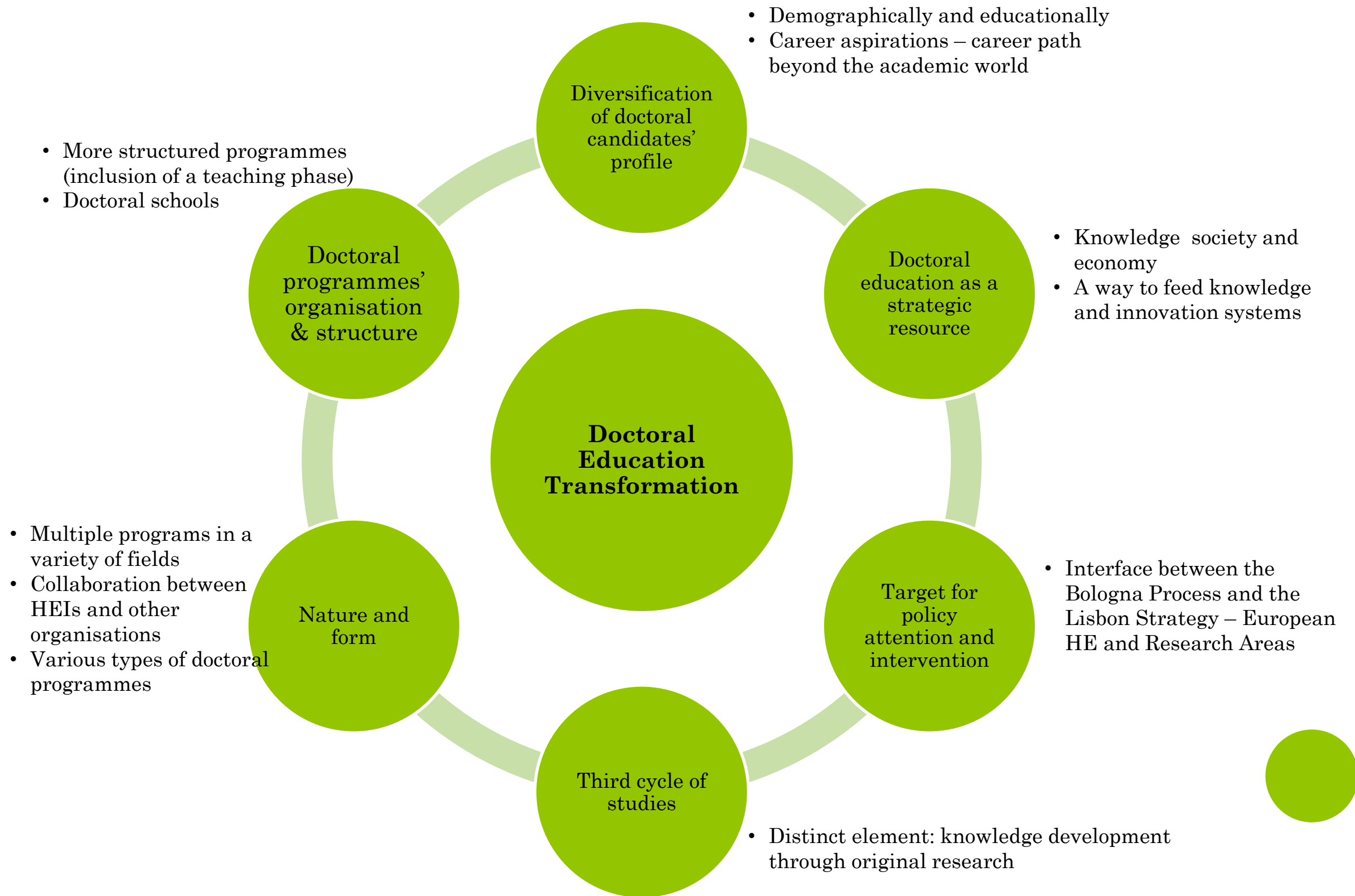


‘small group of privileged apprentices in a handful of elite universities’

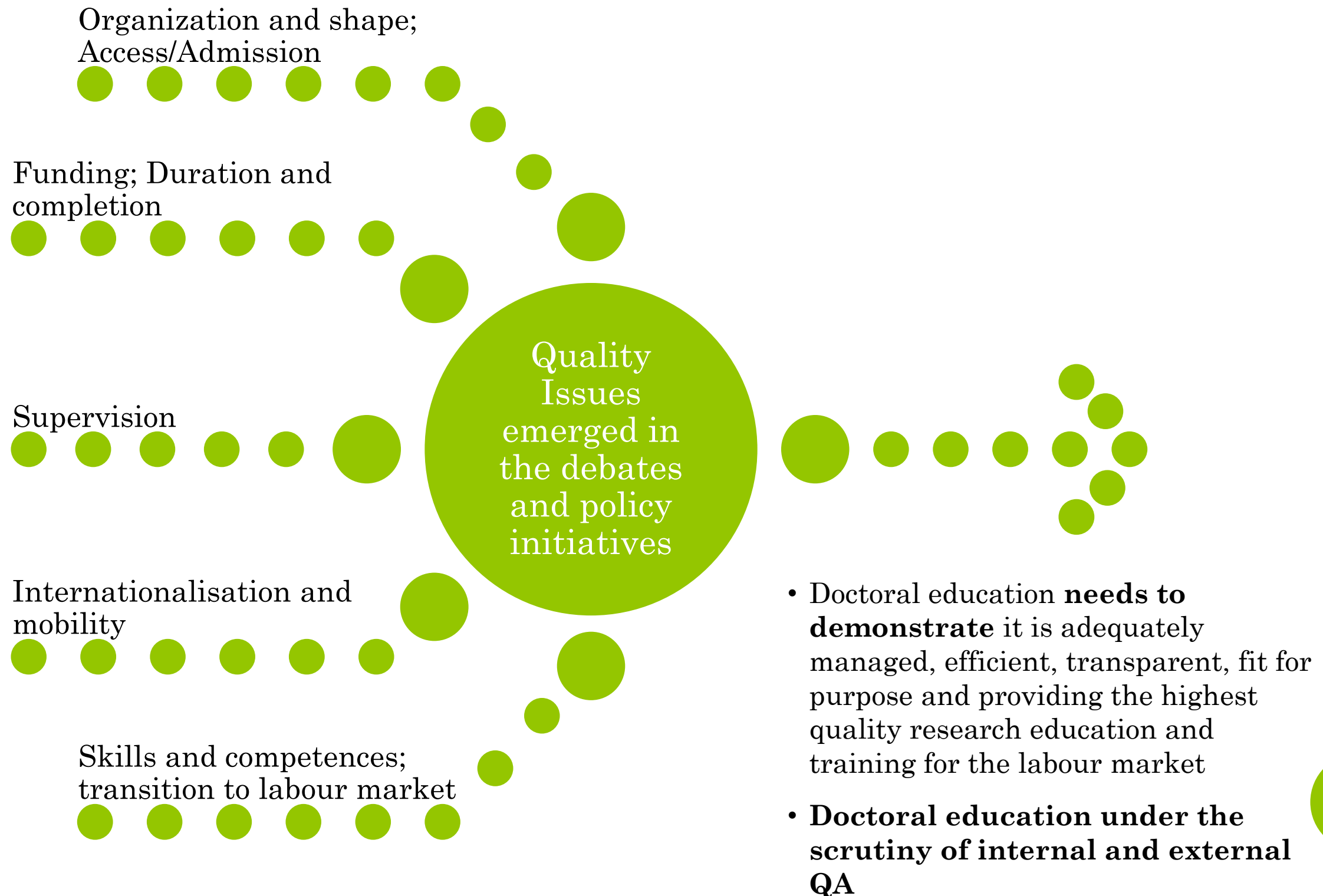
‘tens of thousands of doctoral students in hundreds of universities’ around the world



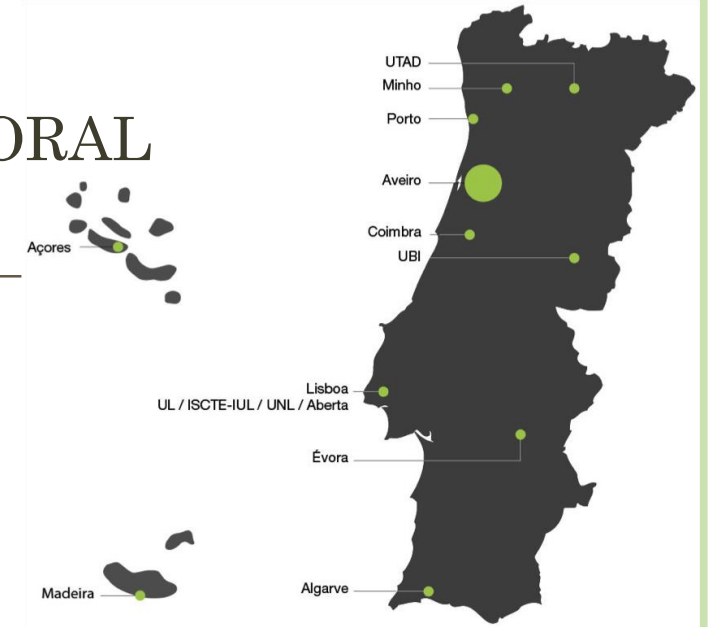
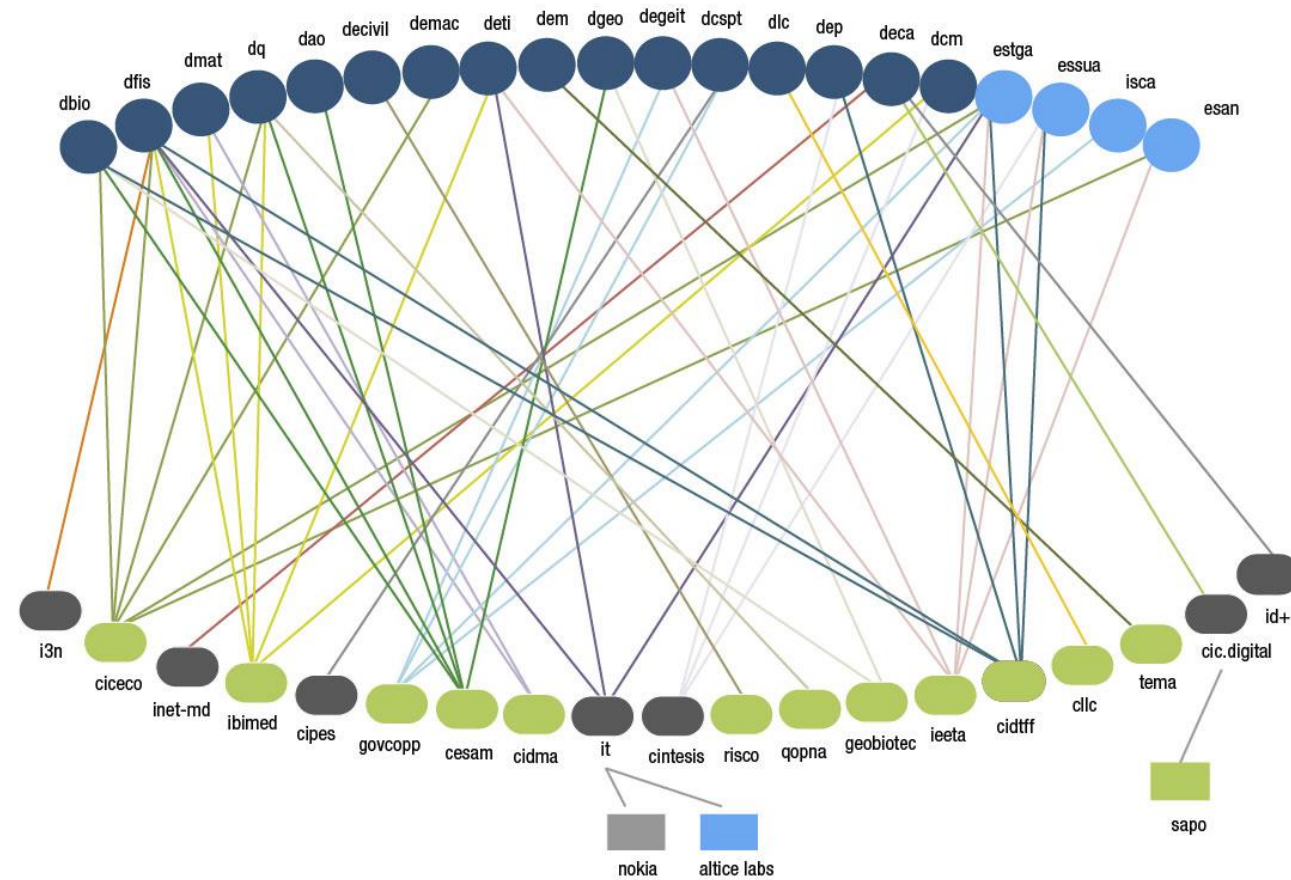
INTRODUCTION – DOCTORAL EDUCATION



INTRODUCTION – DOCTORAL EDUCATION



THE DEVELOPMENT OF A QA SUBSYSTEM FOR DOCTORAL EDUCATION AT THE UA – SUBGQ_PD

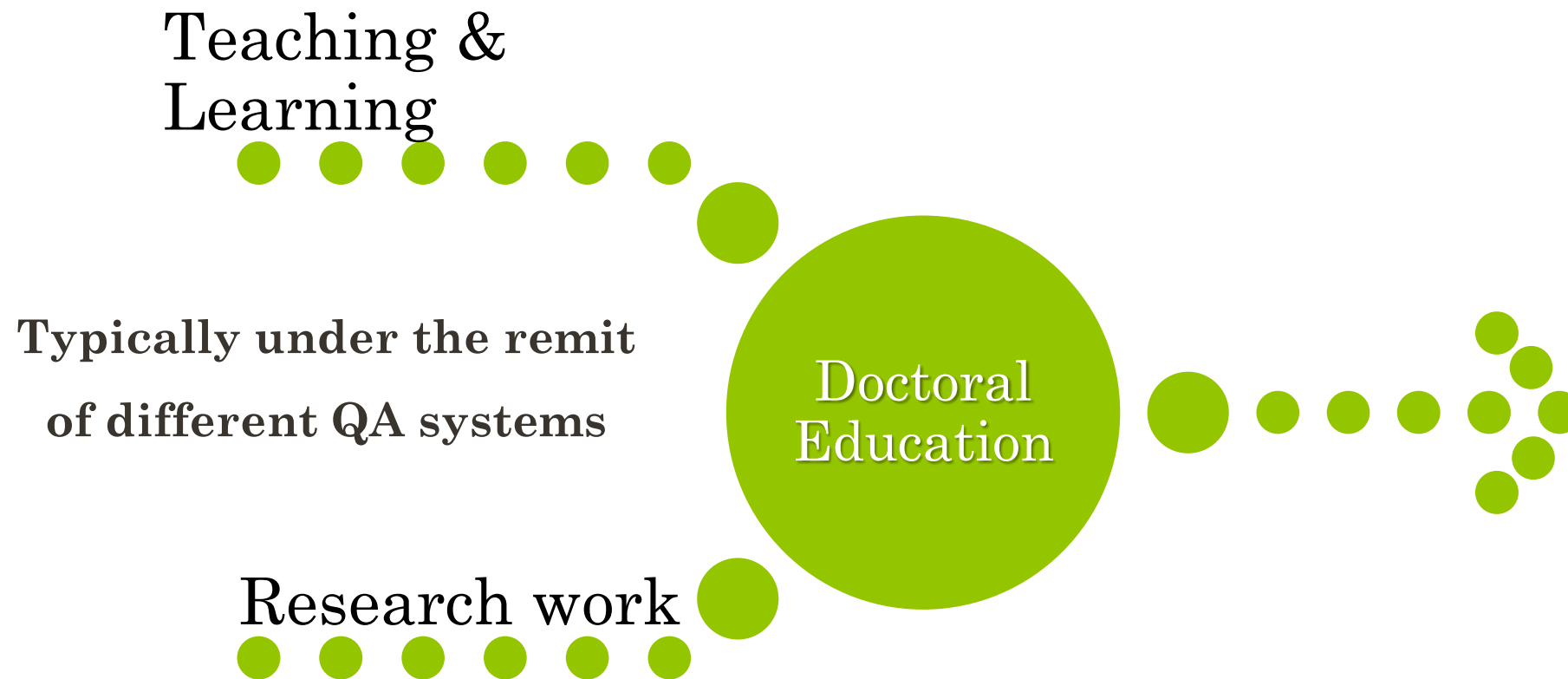


Doctoral School

Development of QA mechanisms as a way to strive for the excellence of UA's doctoral education

Design and implementation of a QA subsystem for doctoral education, in line with the university internal QA system – SubGQ_PD

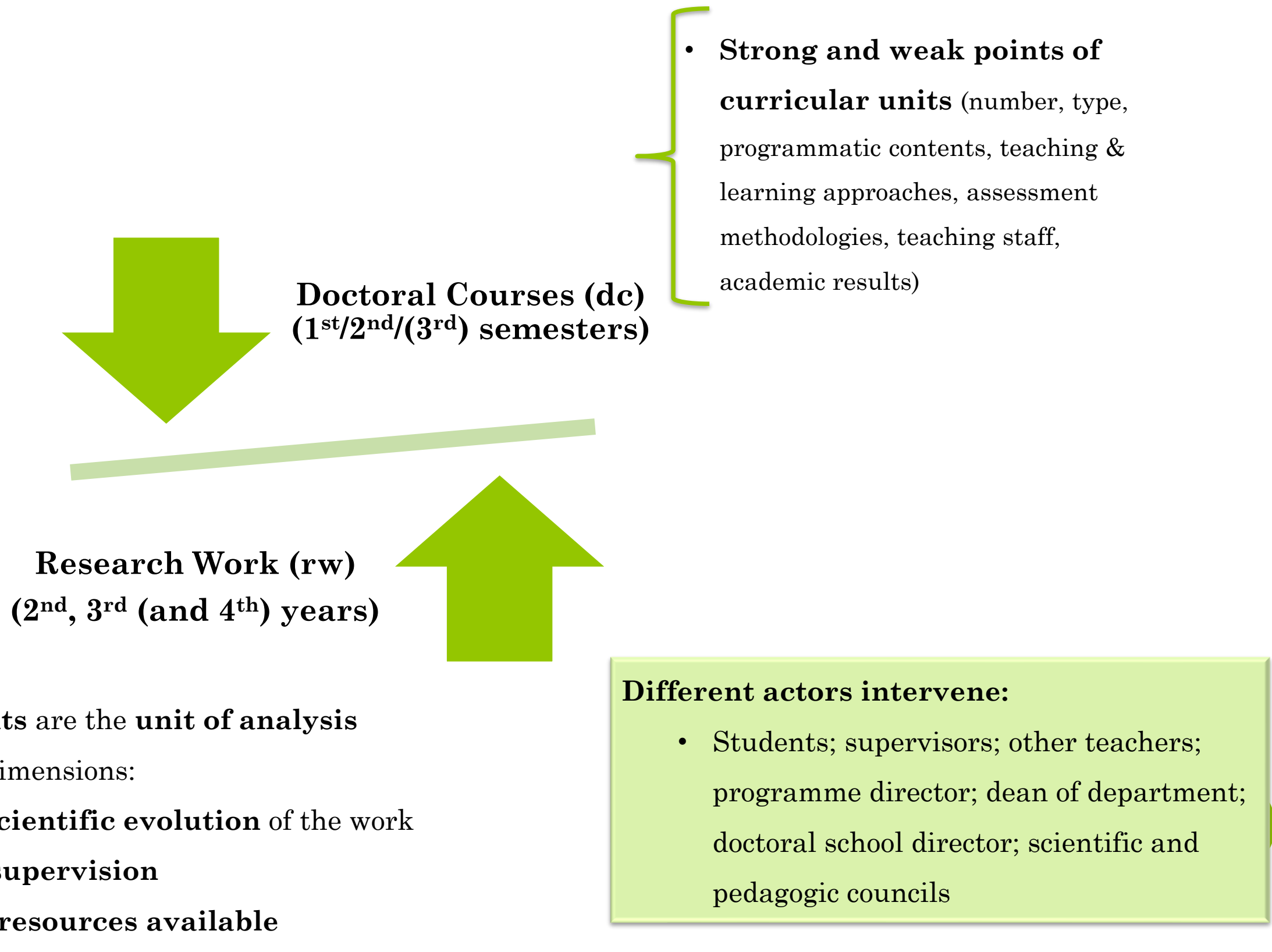
THE DEVELOPMENT OF A QA SUBSYSTEM FOR DOCTORAL EDUCATION AT THE UA – SUBGQ_PD



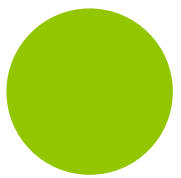
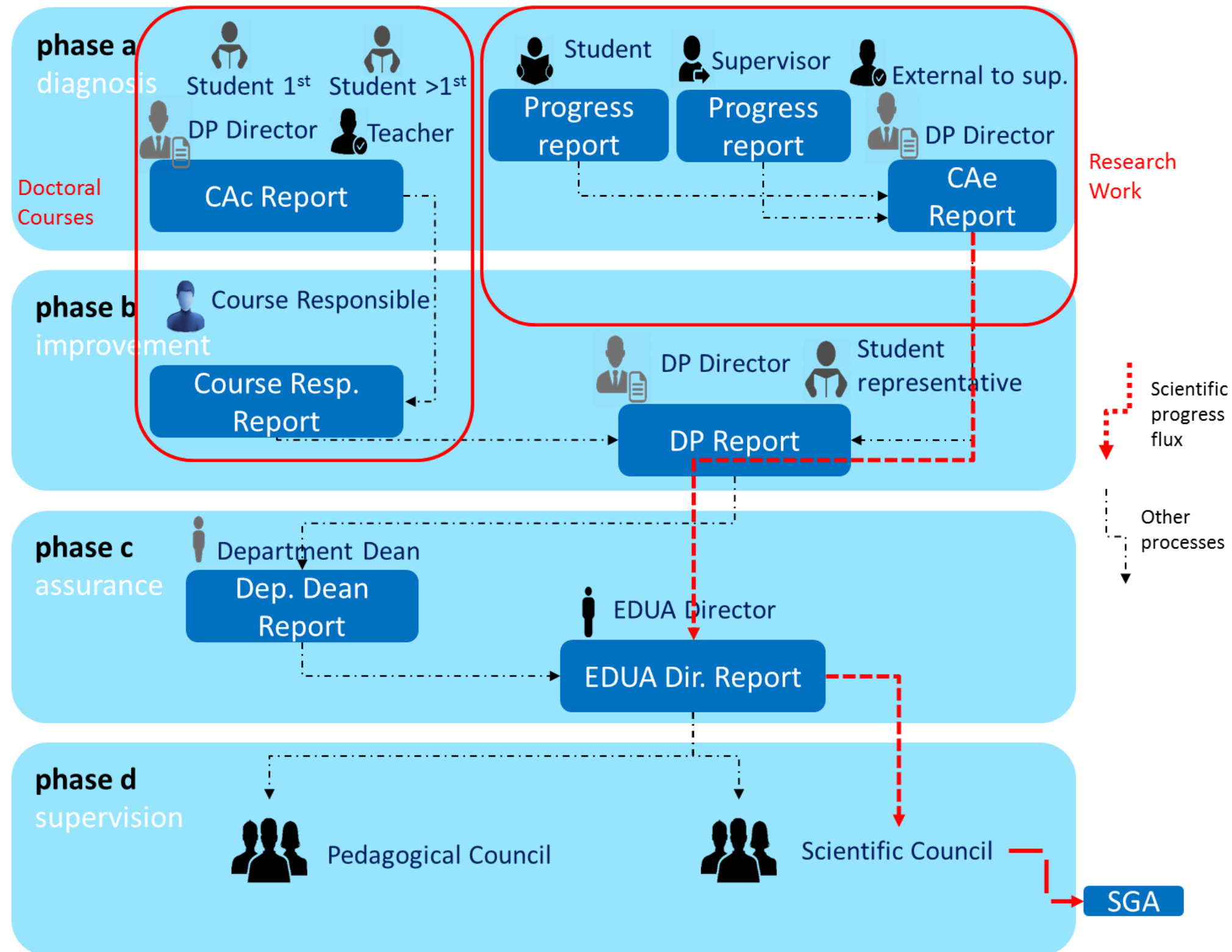
The CHALLENGE...

How to design and implement QA mechanisms that take into account the two components and are able to effectively assure and improve the quality of doctoral education?

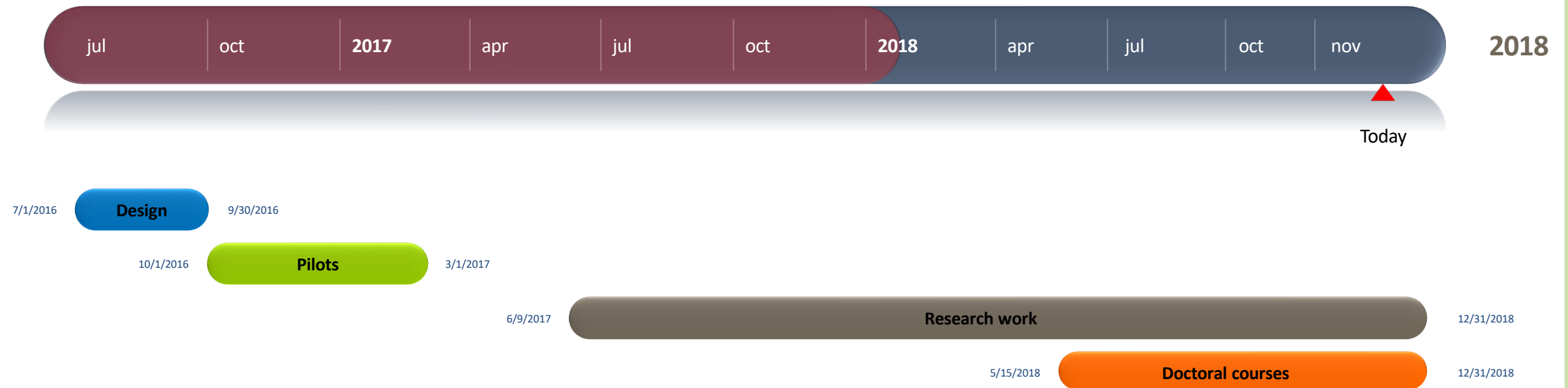
THE DEVELOPMENT OF A QA SUBSYSTEM FOR DOCTORAL EDUCATION AT THE UA – SUBGQ_PD



THE DEVELOPMENT OF A QA SUBSYSTEM FOR DOCTORAL EDUCATION AT THE UA – SUBGQ_PD



IMPLEMENTING THE SUBGQ_PD



SubGQ_PD implementation

Pilot of the subsystem: four doctoral programs (Education; Biochemistry; IEM; ICDP); two phases (Research work + Doctoral Courses); positive feedback about the forms and procedures; improvement suggestions were put in place

First edition: started in June 2017 addressing only the research work component

Second edition: started in May 2018 and already includes the two components

IMPLEMENTING THE SUBGQ_PD

SubGQ_PD

Implementation

Steps (for each edition

– academic year)

Step 0: Development of an **online platform** (sgq.ua.pt/d3/SubGQ_PD.aspx – forms were created and information flows defined)

Step 1: Internal validation of students and supervisors eligible to be under the SubGQ_PD

Step 2: Tutoring commissions (CAe), each one responsible for the analysis of a number of students + **Course commission (CAc)**, responsible for the analysis of the DP courses, constitution – by DP directors

Step 3 (rw): Students and supervisors access the platform and **fill in the available forms**.

Forms = Questionnaires on students' scientific work (+ technical report), supervision and available resources

Step 4 (rw): CAe analyse both the students and their supervisors reports and produce a report for each student – *CAe Report*

In each report the student's situation is classified as **BP** (*Best Practice*), **OK** or **PS** (*Problematic Situation*) for each one of the three vectors under analysis.

CAe can propose measures to overcome the PS or share the BP



IMPLEMENTING THE SUBGQ_PD

Online form to be filled in by the student's tutoring commission (CAe) (in the SubGQ_PD platform)

António Teixeira SubGQ_curso SubGQ_UC SubGQ_PD

SubGQ_PD >> acompanhamento >> lista de cursos >> lista de estudantes do curso >> consulta do relatório de progresso do estudante >> consulta do relatório de progresso do orientador >> relatório da CAe

relatório da CAe

Para cada estudante proceda ao preenchimento do relatório da CAe, que está organizado em: **evolução científica**, **supervisão** e **recursos**. Classifique cada um dos tópicos referidos em: **boa prática**, **ok** ou **situação problemática**, proceda a uma análise sucinta de cada tópico em "sumário" e indique o conjunto de medidas de melhoria e / ou de ações para divulgação de boas práticas a implementar em "medidas".

CAe	uo	curso	nome curso	avaliadores
CAe_9999_09	teste	9999	CTESTE - NOME DE TESTE DE UM PROGRAMA DOUTORAL (3º CICLO)	

número nome Es Or Co01 Co02 Download PDF Rel Técnico do estudante

Evolution Científica Supervisão Recursos

classificação da evolução científica

Boa Prática
 O.K.
 Situação Problemática

sumário da evolução científica
 esse estudante tem uma boa evolução científica
 última gravação a 10/08/2017 16:40:14
 gravar evolução científica

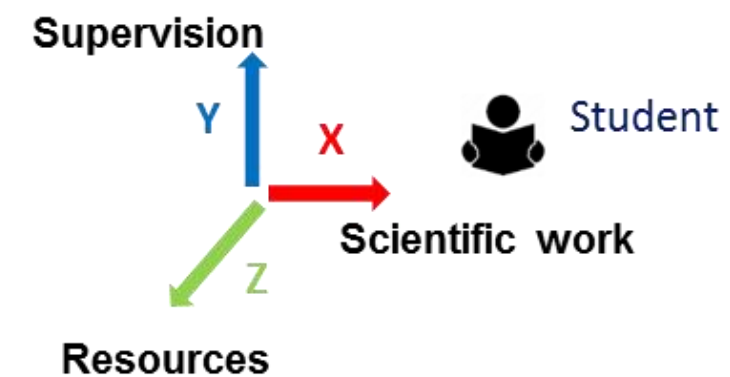
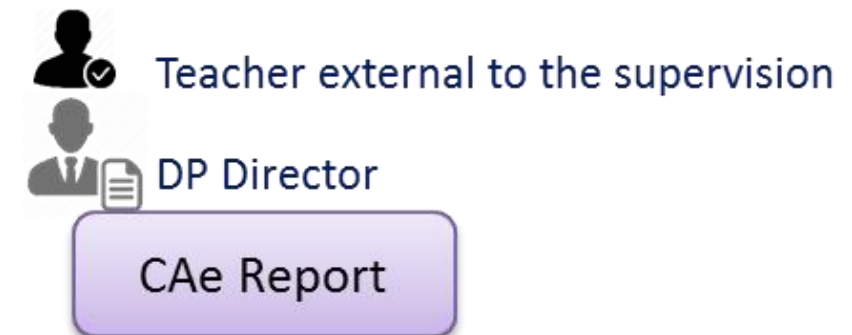
medidas da evolução científica
 (os botões adicionar e apagar gravam automaticamente)

lista de medidas da evolução científica

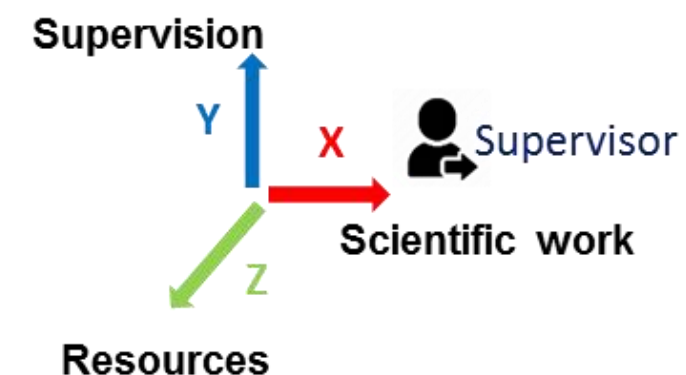
divulgar ação pela comunidade académica apagar
 falar com o orientador apagar

Relatório de Progresso - Principais Destaques

estudante	orientador
Indicadores de realização apresentado pelo estudante indicadores previstos: 0 indicadores alcançados: 0 Compare o seu grau de motivação atual com aquele ... O mesmo 2. No caso de estar inscrito no último ano do seu... Não 3. Atividade desenvolvida (descrição sumária do t... teste não sei nova linha	Miguel Guimarães 1. O desenvolvimento dos trabalhos de investigação... Totalmente de acordo com a proposta 2. Observações tudo bem mas não tenho o relatório técnico do meu orientando (ele disse que estava um pouco atrasado)



VS



IMPLEMENTING THE SUBGQ_PD

SubGQ_PD

Implementation

Steps (for each

edition –

academic year)

Step 3 (dc): CAc meets and discusses each course functioning, as well as the whole set of courses included in the DP.

Strong and weak points are identified and measures to be taken are defined – *CAc Report*

Step 4 (dc): Each course diagnosis is **analysed by the course responsible** and improvement actions defined if needed – *Course Resp. Report*

Step 5: Analysis of all the reports by the DPD + student

This 'team' fills in the respective form in the platform – *DP Report*.

The report identifies the strong and weak points of the programme plus a set of measures to overcome PS and share BP

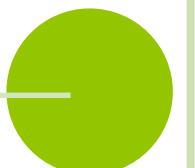
Step 6: Department Deans' analysis of the doctoral programmes' reports under their responsibility

List of measures to be taken in order to strengthen the doctoral programme's quality + responsible for those measures – *Dep. Dean Report*

Step 7: Doctoral school's director analyses all deans' reports and writes her/his own report – *EDUA Dir. Report*

OK situations are analysed and validated, as well as the measures decided to overcome PS and promote BP

Step 8: Final analysis and validation by the system **supervision bodies**: Pedagogical Council and Scientific Council



IMPLEMENTING THE SUBGQ_PD


Online form to be filled in by the DP Director + DP student – *DP Report*
(in the SubGQ_PD platform)

Maria João Rosa

SubGQ_curso SubGQ_UC SubGQ_PD

SubGQ_PD » acompanhamento » consultas de acompanhamento » lista de estudantes » consulta do relatório de progresso do estudante » lista de cursos » relatório do DPD » relatório do DPD » relatório do DPD » relatório do DPD » relatório do DPD » relatório do DPD » relatório do DPD » relatório do DPD » relatório do DPD

relatório do DPD ano letivo 2017/2018

 Com base no resumo do curso e da investigação, reflita sobre o curso de uma forma geral.

curso nome curso
9951

papel	uu	nome
Responsável pelo preenchimento		
Representante dos estudantes		

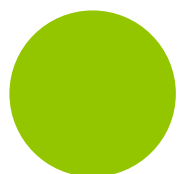
Auditoria curso → **Medidas curso** → **Resumo curso** → **Resumo PD**

Auditoria investigação → **Medidas investigação** → **Resumo investigação** → **Resumo PD**

1. Sumário executivo
Avaliação positiva da situação com identificação de potenciais melhorias.

2. Pontos fortes
Listados em "Resumo curso" e "Resumo investigação".

3. Pontos fracos
Listados em "Resumo curso" e "Resumo investigação".



SOME RESULTS FOR THE 2017 AND 2018 EDITIONS

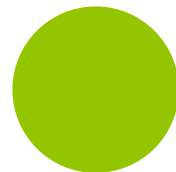
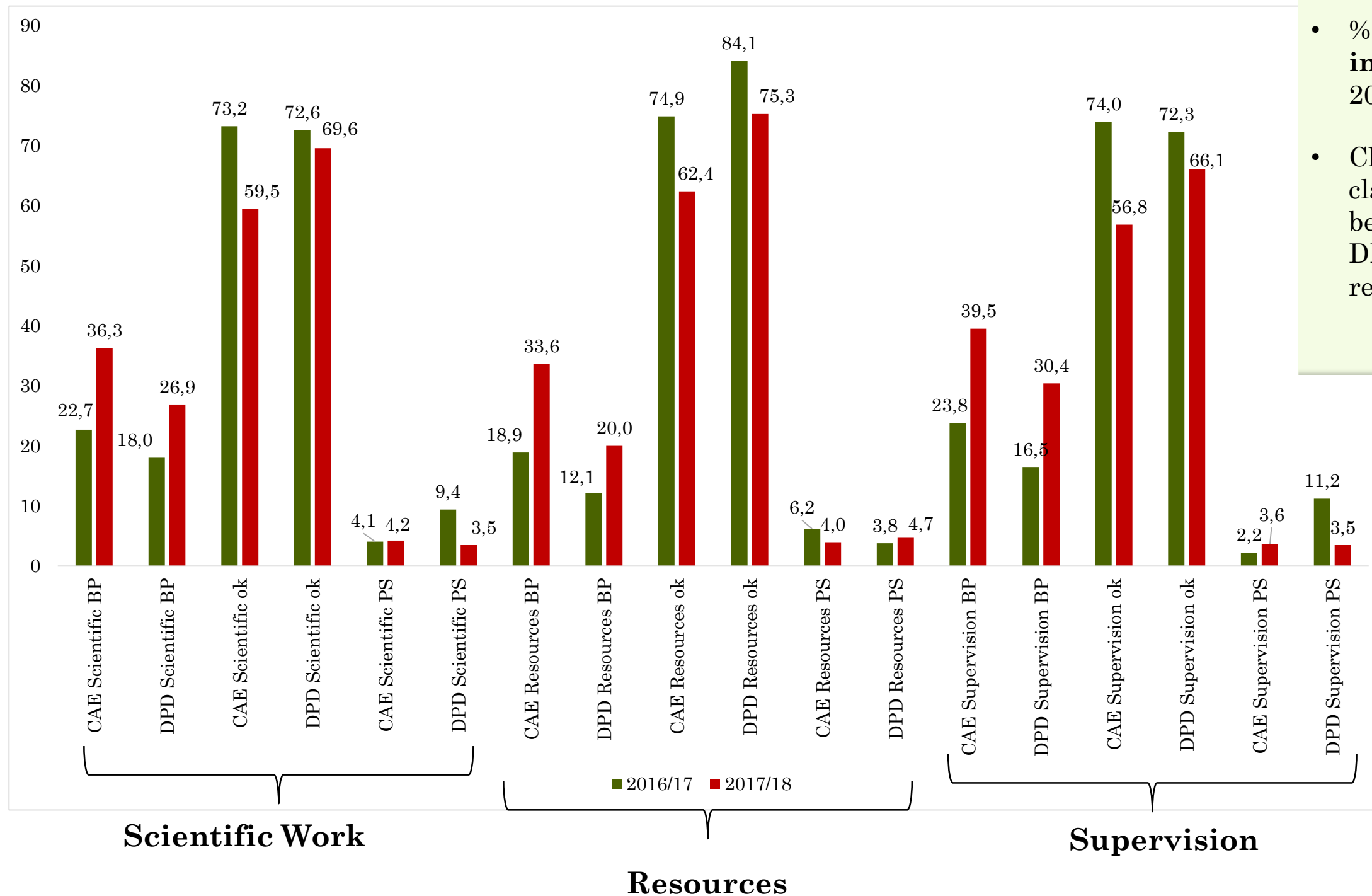
Implementation steps (reports and actions)	2017 Edition		2018 Edition*	
	N.º of reports/ Total possible number	%	N.º of reports/ Total possible number	%
CAe Constitution (1 for each student)	575/662	87	685 / 824	83
Students' Reports	542/662	82	546 / 824	66
Students' Reports (with no CAe assigned)	64/662	10	74/824	9
Supervisor's Reports	810/1004	81	876 / 1267	69
CAe Reports	72(+87 inc.)/169	43	49(+115 inc.) / 176	28
DP Directors' Reports	28(+5inc.)/47 (6 DP with CAe reports completed)	60	16(+3 inc.)/49 (2 DP with CAe reports completed)	33
CAC Constitution (1 for each DP)	-	-	43/51	84
CAC Reports	-	-	31/51	61
Course Responsibles' Reports	-	-	75/352	21

- **Participation** in the SubGQ_PD has been **quite significant**
 - **Quality culture** already existent in the university
 - The **communication** and **dissemination** work done by the Doctoral School
- **Participation decreases** from students/supervisors to DP directors, CAC, CAe and courses reponsibles
 - Too much **bureaucracy?** Excessive **workload?**

* Still ongoing

SOME RESULTS FOR THE 2017 AND 2018 EDITIONS

- % of **PS** are relatively **low** in both editions
- % of **BP** **increased** from 2017 to 2018
- Changes in classification between CAe and DP directors' reports



SOME RESULTS FOR THE 2017 AND 2018 EDITIONS

- **Some weak points that were identified:**

- Some limitations in students' background that may compromise their success
- Insufficient financial resources
- Space constraints (labs)
- Too many years to finish PhD
- Specific supervision problems
- ...

- **Improvement measures that were suggested:**

- Increase contact sessions between supervisor and student
- Organisation of workshops for scientific communication
- Stimulate participation in international conferences and paper publication
- More financial support to students for participation in conferences
- Better definition of outputs and their timeframes
-



CONCLUDING REMARKS

- The **design** and **implementation** of the SubGQ_PD has run **smoothly** and **participation** has been relatively **significant**, despite the administrative work demanded from the different actors
- A set of **BP** can now be **disseminated** in order to **enhance doctoral education quality**
- A set of **PS** was **identified** and **measures are being taken to address them**
- **DP Directors** are key persons in the **SubGQ_PD implementation** and a significant part of the work is done by them – originated some complaints
- **Informal positive feedback**: first time that students and supervisors have the opportunity to **reflect on doctoral students research work, resources** available for it and **supervision** aspects



CONCLUDING REMARKS

- The **quality of a process does not always lead to quality outputs...**
- But... *the SubGQ_PD clearly puts the student and learning in the centre of the quality assessment, which allows not only to identify quality problems at different levels (courses, research work scientific evolution, supervision and resources), but also to share best practices between all the actors*
- As such, we have confidence that the **SubGQ_PD may indeed make a significant contribution to ensure the present and future quality of doctoral education at the University of Aveiro.**



DISCUSSION QUESTIONS



- To what extent could the **implementation of a QA system for doctoral education** contribute to this **educational offer quality improvement**? **Do we really need QA systems for doctoral education**?
- What about **other HEIs, internationally, best practices** to assure their doctoral education quality?
- How to **balance the need for information** on the different aspects of a doctoral program, plus the **need to involve all relevant actors** – which are basic aspects for a QA system effective implementation – with the **resulting bureaucracy from the exercise**?
- How to effectively **involve and engage all relevant actors** in a QA system such as the SubGQ_PD?



THANK YOU!!

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