



STUDENT REPRESENTATION
and
QUALITY MANAGEMENT



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A. STUDENT REPRESENTATION

1. IN PORTUGAL

In Portugal, by-law it is considered a Student Union from a HEI the association who represent the students from this HEI. Students Unions are independent from government, political parties, religious organizations or any others. They are free to develop their own statues and internal regulations, to elect their governing bodies, to manage and administer their own patrimony and elaborate their own activity plans.

Nevertheless, these associations have the right to financial support provided by the government to develop its activities in pedagogical, cultural, social and sporting areas.

Each Student Union always includes the following bodies:

- General Assembly
- Directorate
- Fiscal Council

We may say that in Portugal we can find two kinds of ways of students' representation. In Lisbon and Porto we have to major academic organizations - Oporto Academic Federation and Academic Association of Lisbon - that bring together the student unions of higher education institutions from those two huge metropolitan areas. In the remaining of the country each university/polytechnic has its own student unions, not by faculty/school but by higher education institution.

So, in Porto and in Lisbon, each Faculty/School/College has its own Student Union and most of them respectively affiliated in Oporto Academic Federation or in Academic Association of Lisbon. Those to big organizations are the coordinating bodies of student movements in Porto and Lisbon, creating the means for joining the different students association and to act in a stronger and permanent way in the academic, political and social areas.

Student Unions assume an important role not only because they represent students in the management bodies of the Universities/Faculties/School/College, but also because they promote activities in various areas, that goes from providing services to performing and promoting different cultural, recreational and sports activities.

2. IN INSTITUTO POLITÉCNICO DO PORTO (IPP)

2.1 Introduction

At IPP we may find students representatives at three levels:

- In the governing bodies
 - o General Council – with 35 members, where 6 are student representatives
 - o Academic Council – with the 7 Presidents of the Student Unions
- In the Student Welfare Services
 - o Student Welfare Council – with 4 members where 2 are student representatives

- In the Schools
 - o Students' Unions
 - o Pedagogical Councils (equal number of teacher and student representatives)
 - o And depending on the School structure and organization students can be represented in several others bodies, as for instance in the Advisory Boards, Evaluation and Quality Commissions/Councils, Study Program Commission, Study Program Self-Evaluation Team, ...

2.2 Organization

As mentioned before, by law, the Student Unions in IPP generally have the following organization:

- General Assembly
- Executive board
- Fiscal Council

The General Assembly is directed by a Board which is composed of three elements, which can be:

- a President,
- a Vowel,
- a Secretary.

The General Assembly is the highest organ of the Student Union, and his competences are, amongst others, the approval of the activity plan, the adoption and amendment of the statutes and approval of the annual report.

The Executive board is composed of at least three elements, which can be:

- a President,
- a Secretary.
- a Treasurer.

The main function of this organ is the executive management of the association.

The Fiscal Council is composed of at least three elements, which can be:

- a President,
- a Secretary,
- a Rapporteur/Comptroller.

To this body lies primarily the control of the Student Union accounts.

The Executive board and the Fiscal Council are composed of an odd number of elements, one of whom is the President.

Together with those organs, normally Student Unions are organized in departments/areas concerning the support they offer to his members ensuring at different levels and moments answer to student's needs. For instance in ESTSP the Student Union is organized into 9 departments:

- Social Welfare and Solidarity;
- Academic Activities;
- Pedagogical Affairs;
- Culture;
- Sports;

- Science and Vocational Training;
- Recreation and Leisure;
- Communication and Image;
- Internal Management.

2.3 Elections

For the Governing Bodies of IPP

- General Council
 - o The election of the 6 students' representatives takes place by and amongst all students of the 1st and 2nd cycles, in a single constituency and by closed list. Mandates are awarded to the corresponding lists according to the Hondt proportional representation method.
 - o The mandate of the student representatives in the General Council is for two years.
- Academic Council –
 - o the students' representatives are the 7 Presidents of the Student Unions

For the Student Welfare Council

Two representatives of students are appointed by the Student Unions of the IPP, one of which has been awarded a scholarship.

In the Schools

- Students' Unions
 - o The Student Unions are elected among the students of the school by list.
- Pedagogical Council
 - o is composed by equal number of representatives of the teaching body and the students, to a minimum of ten and a maximum of twenty-four members elected as provided by the Statutes of the School. The members of the Pedagogical Council are elected by list and by body, and the conversion of votes into Mandates is made through the Hondt method of proportional representation.
 - o the duration of the mandates for the student representatives normally is one academic year.

B. QUALITY MANAGEMENT

1. IN INSTITUTO POLITÉCNICO DO PORTO (IPP)

1.1 Mission, Values, Policy

As presented before IPP is a public higher education institution with 18.000 students spread for seven schools in five main scientific areas: Music, Theatre and Audiovisual Arts; Education; Management; Engineering and Technology and Health.

In 2009 IPP elaborated and published a new IPP's Statutes in compliance with the new Legal framework for the evaluation of higher education where is mission and goals were revised in accordance with it.

IPP is a socially responsible community that seeks:

- excellence in the education of highly competent citizens professionally, scientifically, technically and artistically, within an ample diversity of qualification profiles,
- the development of research and transfer of applied technology and knowledge,
- the creation and dissemination of culture,
- and the commitment to the sustainable development of the surrounding region, within an international framework of reference.

The completion of the mission is based in next set of Values:

- Sharing, dialogue and participation in community life
- Diversity
- Creative curiosity
- Intellectual freedom
- Cooperation
- Critical thinking
- Creating progress

The achievement of the mission goes through the realization of the follow 9 strategic axels:

Strategic Development Axels	
A1	An Institute as an educational, social, cultural and economic engine of development, that promotes IPP as an active institution in the Porto city and in the north region that manages and cultivate a network of relationships and partnerships.
A2	An Institute that qualifies teaching based in the student centred approach and integrated in EAHE.
A3	An Institute that reinforces research as a scientific and technology engine.
A4	An Institute that serves people, capable of equity promotion and merit valorisation.
A5	An Institute based in a shared governance system and in an efficient management.

Transversal Axels	
A6	An Institute that promotes a quality culture supported on a quality policy and quality aims shared by IPP community.
A7	An Institute that provides an information system that ensures the collection, analysis and use of results and other relevant information and data to the effective management of courses and other activities.
A8	An Institute that publishes regularly updated, impartial, objective, quantitative and qualitative information, about the offered courses and degrees.
A9	An Institute that promotes and evaluates its internationalization activities.

IPP became the first Portuguese higher education institution to implement a quality management system according to ISO 9001:2000. IPP started with the Central Services and the School of Engineering (ISEP) in 2001, than the School of Management and Technology of Felgueiras (ESTGF) in 2006 and in 2011 the School on Allied Health Sciences (ESTSP). Since 1995, IPP promoted the evaluation of its study programs according to the national legal framework for the evaluation of higher education.

In 2006 IPP self-volunteered to Institutional Evaluation Programme by EUA and in 2010 submitted to the EUA Follow-up.

What concerns to IPP policy for Quality Management and for Quality Assurance the different management of the Institute has chosen along the year's different paths according to their vision of the Quality Assurance/Quality Management.

For the actual Presidency of IPP the policy for Quality is: **I**ntegrar, **P**articipar, **P**artilhar - that in English means: Integrate, Participate and Share. Such policy was set up under the following documents:

- Strategic Plan 2008-2012
- Action Plan 2010-2013 along five main areas of development:
 - Education (degree courses, LLL)
 - People (teachers, students, non-teaching staff)
 - Research (applied research)
 - Transfer of knowledge and technology (close relationship to economic stakeholders)
 - Cultural creation and dissemination (close relationship to the wider community)

As mentioned in other documents, the seven schools are endowed with statutory, pedagogical, scientific, cultural and administrative autonomy in the specific areas and programs as provided by law. Only the School of Engineering (ISEP) is endowed with financial autonomy and none of the 7 schools have patrimonial autonomy.

Such autonomy of schools and the historic background of IPP it is a very, very important question in the construction of the Quality System. We can only build the system keeping in mind the maxim: integrate, participate and share.

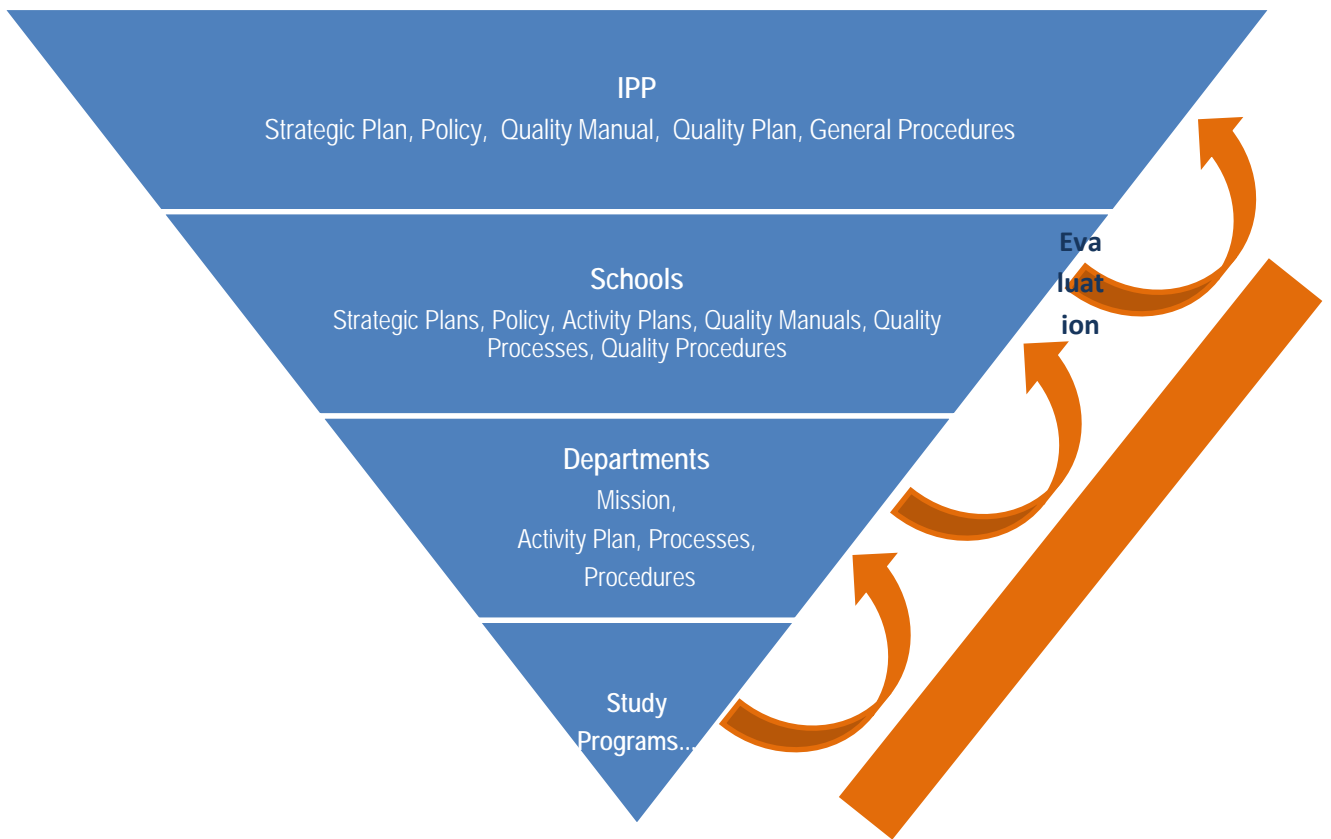
With such maxim in mind and due to the new legislation, new accreditation and evaluation procedures – imposed by A3ES -, to all the constraints brought by the financial crisis and to the process that is running of construction of a new Strategic Plan (2013-2017), IPP is under a process of rethinking the IPP strategy for Quality and rethinking, create and adjust all the main documents on which the system is based, as the Quality Manual, the Quality Plan and some of the main procedures.

1.2 The Internal Quality Assurance System of IPP

The Internal Quality Assurance System of IPP (IQAS.IPP) covers the entire IPP universe and is articulated with the Internal Systems of Quality Assurance of the seven different schools.

Main characteristics:

- The IPP Quality Manual and Quality Plan are two basilar and generic documents in whom all the Quality System is based;
- The role of the Evaluation and Accreditation Office in Central Services is to help and support the 7 schools to integrate, participate and share their quality assurance systems under the aegis of IPP mission, vision and strategy;
- The construction of the QA system and its basilar documents is a bottom-up process;
- QA system geared towards evaluating and enhancing teaching/learning process (our core business);
- QA system is developed on the best practice examples from schools;
- QA system give a strong emphasis on student participation;
- QA system give a strong emphasis on external stakeholder's participation;
- QA system give a strong emphasis on the involvement of IPP in the wider community;
- Developed within the data integration (financial, human resources and student management databases);
- Developed grounded on the integration and harmonization of a set of administrative procedures (financial, student, human resources, material resources management systems);
- Based on the online secretary - online platform that is used throughout IPP, thus simplifying processes and reducing bureaucracy for students, teachers and administrative staff alike. This platform is a powerful tool for gathering updated information, which can be used in a number of ways, not the least in QA exercises and as support material for the decision-making process.



1.3 Responsibilities

In this integrated, participated and shared QA system the commitment with quality only could be a global commitment, if assumed in first instance by the presidency of the IPP and by the presidents of the seven schools.

The Statutes of IPP and from the Schools, determine the responsibilities and the functions of the different bodies concerning quality. Such general description is summarized in the IPP Quality Manual (see Appendix 1) that is being designed. A Vice-president is responsible for the coordination and supervision of the IQAS.IPP and he is supported by the Evaluation and Accreditation Office.

1.4 Monitoring and Evaluation Methodologies for Continual Improvement

In the IPP Quality Manual that is being elaborated is generally described the monitoring and evaluation methodologies to ensure the continual improvement of the teaching process and the quality of the offered learning. Once again, that is done considering the existent practices in the different schools and the need of harmonization of procedures. Generally are defined methodologies for:

- Monitoring the Quality Plan

Monitoring and tracking of different activities is the responsibility of the bodies or entities identified in the plans. Based on the collected and obtained results synthesis reports are prepared by the appropriate bodies/entities and in accordance with the institutionalized methodologies to allow the construction of annual assessment in which a global reflection is performed which should include the improvement plans and possible proposals for adjustments and reformulation of objectives;

- Ensuring and improving of the quality of the teaching process
Annual self-evaluation reports of the study programs, pedagogical surveys, indicators related with students performance, general procedures for programs revision ensuring the active involvement of the internal and external stakeholders;
- Ensuring and improving the quality of research
Using the performance indicators standardized for research and the national procedures and guidelines elaborated by the national agency for research and technology;
- Quality assurance and improvement in relations with the work field, the partners and the wide community
Annual reports of the schools;
- Ensuring and improving the quality of services
Annual reports of the schools;
- Ensuring and improving the quality of human and material resources
Annual reports concerning the financial execution and the human resources management that IPP is obliged to send to the government;
- Ensuring and improving the quality of internationalization
Annual reports of the schools.

2. IN PORTUGAL

2.1 The External evaluation in Portugal

The background

Since 1995 till 2005 the Portuguese National Council for the Evaluation of Higher Education (CNAVES) promoted the external evaluation of the study programs within a model in compliance with the European standards and models, which was:

- national because it was applied to all higher education institutions (public/private and universities/polytechnics);
- periodic because happened with cyclical reviews (two rounds: 1st round from 1995-2000; 2nd round from 2000-2005)
- comprehensive because all study programmes were evaluated.

However this model used by CNAVES had some weaknesses that were summarized by ENQA as:

- Limited independence from ministries as well from HEI (mainly from universities);
- Lack of sufficient operational efficiency and consistency: the structure and the operational organisation were very complex with a lot of operational inefficiency and inconsistency;
- Lack of consequences or follow-up evaluations;
- Exclusive reliance on national experts: there were often considerable familiarity between reviewers and the reviewed.

Meanwhile from 2006 to 2009 a new set of legal frameworks and actions concerning quality of the HE system were settle down:

- **2006** a new Legal Framework for Degrees and Diplomas was published in March, and in December, the government started the promotion of a voluntary programme of institutional assessment conducted by EUA involving 10 different institutions each year.
- **2007** a new Legal Framework for the Mobility of Students and Graduates was published in February; a new Legal Framework for HE Institutions (RJIES) was published in September; a new Legal Framework for the Assessment of HE (RJAES) was published in August; CNAVES was extinguished and a new Higher Education Evaluation and Accreditation Agency (A3ES) was created in November.
- **2009** the Framework for HE Qualifications in Portugal was published in March and in April A3ES presented her first Activity Plan 2009 and frameworks for external evaluation and accreditation.

Moreover in the end of 2006 there was the presentation of the ENQA Report on the evaluation of the system of quality assurance of higher education and accreditation practices in Portugal (November) and the presentation of the OECD Report on the overall evaluation of HES in Portugal (December).

The Higher Education Evaluation and Accreditation Agency (A3ES)



In Portugal all Bachelor, Master's and PhD programs need accreditation in order to be recognised as higher education programmes and to be able to award recognised degrees. This accreditation is given by the Higher Education Evaluation and Accreditation Agency (A3ES).

The **mission** of A3ES is to contribute for the improvement of the quality of Portuguese higher education, through the assessment and accreditation of higher education institutions and their study cycles.

The **main activities** of A3ES when developing its mission are:

- To define and enforce the quality standards of the system;
- To assess and to accredit study programs and higher education institutions;
- To promote public disclosure of the assessment and accreditation results;
- To promote internationalisation of the Portuguese higher education system.

The Agency has also the following additional activities:

- To provide the Portuguese state with expertise in matters of higher education quality assurance;
- To elaborate studies and expert reports on its own initiative or in answer to State demands;
- To participate in the European quality assurance system - EQAR;
- To coordinate assessment and accreditation activities in Portugal with international institutions

In 2010 the A3ES started with the study programs evaluation and accreditation and only in 2012 started with the higher education institutions assessment and accreditation.

2.2 The Accreditation Model

The evaluation and accreditation model used in Portugal is the same in use all around Europe. The basic premise of the model is that the main responsibility for the quality assurance of programs offered and for the quality of the learning activities is from the HEI.

Accreditation is the last step of a process that we can represent as in figure n.2.

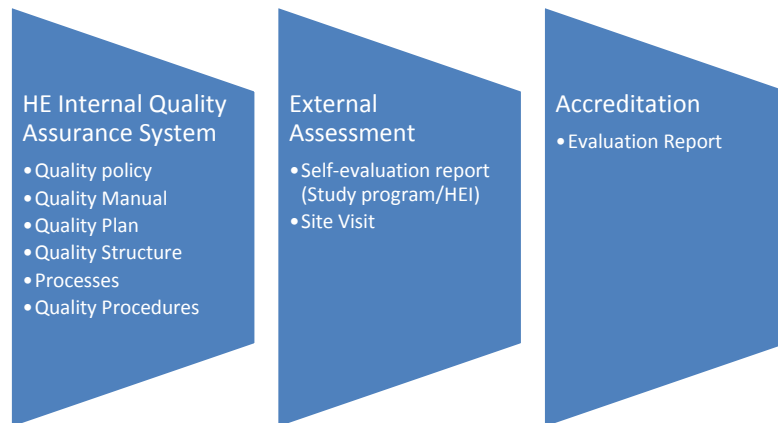


Figure n.2 – The evaluation and accreditation model in Portugal

Main steps of the evaluation and accreditation model:

- a) Establishment of an Internal Quality Assurance System of HEI for study program/HEI
 - consists in the development by HEI of a quality assurance policy of their study program/HEI, as well as the adequate procedures for their pursuit;
- b) Self-evaluation of each study program/HEI
 - according with the guidelines published by the A3ES the study program/HEI do the self-evaluation and produce a Self-evaluation Report;
 - involving teaching staff, students, alumni, experts from the professional field, non-teaching;
- c) External Review by an external Team selected by A3ES
 - the main objective of these teams is to carry out an analysis – supported by the study of the self-evaluation report and the site visit – allowing the assessment of the conditions of the study program/HEI organization and operation, and the presentation of a proposal about its accreditation;
 - The external quality assurance procedures must also take into account the efficacy of the internal quality assurance procedures developed by the HEI;
 - The external assessment is, on its turn, the basis for the accreditation processes;
- d) Site visit by External Review Team
- e) Publication of the Evaluation Report in Internet site of A3ES and HEI
- f) Accreditation of the study program by the Administration Council of A3ES (see The structure and A3ES competences in Appendix 2)
 - aims at guaranteeing the fulfillment of the requirements leading to the official recognition of HEI and their study programs;
 - for the study programs the final result could be:
 - i. accreditation for 5 years;

- ii. accreditation with conditions for 3, 2 or 1 year
- iii. no accreditation
- for the HEI the result could be:
 - i. certification for 6 years;
 - ii. certification with conditions;
 - iii. no certification.

The external review team is composed for 3 to 5 specialists selected and appointed by the Agency, based on their experience and expertise in the area of external assessment:

- one of the elements act as the president;
- at least one of the reviewers is recruited internationally, from amongst internationally recognized experts in the relevant academic/scientific/professional area;
- one of the elements is a student;
- one technical staff of the Agency, support the team acting as a procedure manager.

As mentioned before in Portugal the accreditation of the study programs by the A3ES is condition to:

- be recognized as a higher education program;
- to grant recognized diploma.

For the submission of self-evaluation reports A3ES provides in her website the following guidelines:

New Study Program

- a) Request for Previous Accreditation of a New Study Cycle
- b) Previous Assessment/Accreditation of a New Study Cycle

www.a3es.pt/en/accreditation-and-audit/guidelines/previous-acreditation-new-study-cycles

Study Program Already in Operation

- a) Guidelines for the Elaboration of the Report of Assessment/Accreditation of Study Cycles Already in Operation - Polytechnic Education
- b) Self-Evaluation Guidelines For Study Cycles Already In Operation - Polytechnic Education

www.a3es.pt/en/accreditation-and-audit/guidelines/assessment/accreditation-study-cycles-already-operation

Audit of Internal Systems of Quality Assurance

- a) Request for Auditing Internal Quality Assurance Systems
- b) Guidelines for the Audit Report

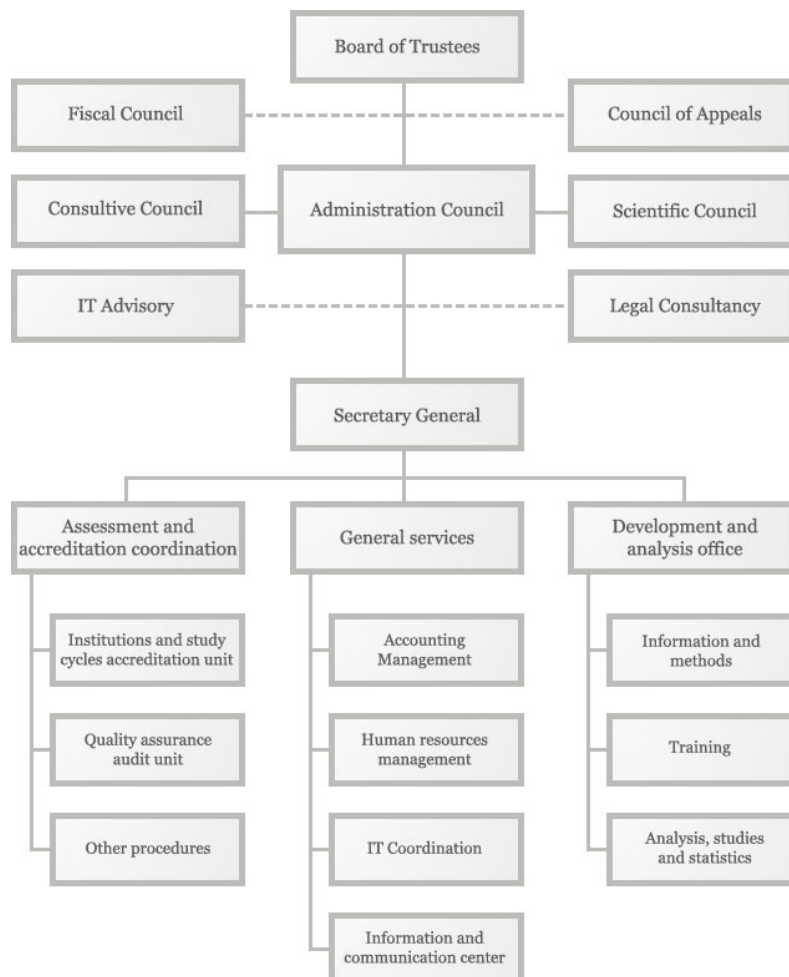
www.a3es.pt/en/accreditation-and-audit/guidelines/audit-internal-systems-quality-assurance

Statutory responsibilities of the different bodies concerning quality

BODY	RESPONSABILITY
General Council	<ul style="list-style-type: none"> - Propose the initiatives necessary to the good functioning of the Institute; - Approve the medium-term strategic plans and the action plan for the four-year mandate of the President of the Institute; - Approve the general guidelines for the scientific, pedagogical, financial and patrimonial plans; - Determine the value of tuition fees; - To appoint the Ombudsman upon recommendation of the Student Unions of the Institute; - To draw up and approve the student disciplinary regulations with the cooperation of the Ombudsman upon recommendation of the Student Unions of the Institute.
President	<ul style="list-style-type: none"> - Provide the necessary measures to ensure the quality of teaching and research, determining, in particular, regular mechanisms of self-assessment; - Draw up and submit to the General Council proposals for: <ul style="list-style-type: none"> a) medium-term strategic plans and the action plan for the four-year mandate of the President of the Institute; b) guidelines for the pedagogical and scientific plans of the Institute; c) annual activity plans and reports. - Approve the creation, suspension and termination of degree awarding study-cycles, upon recommendation of the Schools, as provided by law; - Supervise the assessment of teachers, researchers, students and non-teaching and non-researching staff; - To establish academic achievement awards, upon their initiative or that of a School.
Academic Council	<ul style="list-style-type: none"> - To draw up and approve: <ul style="list-style-type: none"> a) General pedagogic regulations, in compliance with the guidelines approved by the General Council; b) Guidelines for program and institutional self-evaluation, with the purpose of accreditation and certification.
School President	<ul style="list-style-type: none"> - Develop the activity plan and budget, as well as the annual report and accounts; - Approve the regulations necessary for the proper functioning of the school; - To approve the distribution of the teaching service; - To implement the decisions of the Technical-Scientific and Pedagogical Councils, when binding; - Establish school awards within the School.
Technical-Scientific Council	<ul style="list-style-type: none"> - To consider the scientific and teaching activity plans for the School; - To give advice on the creation, suspension and termination of study programs; - To approve the syllabus for the study programs ministered; - Advise on and recommend upon the institution of academic achievement awards; - Advise on and recommend the implementation of International agreements and partnerships.
Pedagogical Council	<ul style="list-style-type: none"> - To advise and recommend on pedagogical guidelines and methods of teaching and assessment; - To promote the conduct of regular surveys of the pedagogical performance of the School and the corresponding analysis and dissemination; - Promote evaluation of the pedagogical performance of teachers, by these and their students and the corresponding analysis and dissemination - To review complaints relating to educational failures, and propose necessary measures; - To approve the regulations on the assessment of student achievement; - To advise and recommend on the creation of study programs and on the respective curricula.
Technical-scientific /Department	<ul style="list-style-type: none"> - Propose to the Technical-scientific Council the programs of the Curricular Units; - Elaborate annually the plan and report on the activities of the area / department.

Coordinator	
Program Coordinator	<ul style="list-style-type: none">- Coordinate the process of self- evaluation of the study program;- Detect any malfunctions and to propose measures to correct them;- Propose the annual activity plan for the study program;- Prepare the annual report of the study program.

The structure of Higher Education Evaluation and Accreditation Agency (A3ES)



Competences of A3ES bodies

Board of Trustees

The Board of Trustees has amongst several others, the following competencies:

- a) To appoint the members of the Council of Administration and of the Council of Appeals;
- b) To formulate a generic opinion about the operation of the Council of Administration and to issue recommendations about the generic aspects of this operation;
- c) To formulate an opinion about the Agency's Annual Activity Plan and the Budget;
- d) To formulate an opinion about the agency's annual management report and the accounts.

Administration Council

In the domain of higher education quality assurance the Administration Council has competency for:

- a) Starting any assessment and accreditation procedure;
- b) Making final decisions about the procedures concerning assessment and accreditation, both if the procedures were started by the Council's initiative or if they were initiated by initiative of the interested higher education institutions;
- c) The approval of reports resulting from assessment and accreditation procedures;
- d) The eventual adoption of the results of assessment or accreditation carried out by other quality assurance bodies, national or foreign;
- e) The approval of norms in the area of higher education quality assurance, with compliance with the terms of reference that are part of the legal regime for assessment.

Advisory Council

The Advisory Council is a counseling body in matters of higher education quality assurance and supporting the decisions of the Council of Administration.

The Advisory Council is composed by:

- a) Two representatives of the Council of Rectors of Portuguese (public) Universities;
- b) Two representatives of the Coordinating Council of the (public) Polytechnic Higher Institutes;
- c) Two representatives of the Portuguese Association of Private Higher Education;
- d) Two members to be appointed by the students unions for higher education, one of them representing university higher education and the other representing polytechnic higher education;
- e) One representative of each existing professional association;
- f) One representative of the Council of Associated Laboratories;
- g) One member to be indicated by the most representative entrepreneurial association representing industry;
- h) One member to be indicated by the most representative entrepreneurial association representing commerce and services;
- i) One member to be indicated by the most representative entrepreneurial association representing agriculture;
- j) One member to be indicated by each of the two trade union confederations more representative of the workers;
- k) Representatives of the interested ministries;
- l) Up to five specialists co-opted by the Council itself.

Appeals Council

The Appeals Council is the body for appeals against the decisions of the Council of Administration regarding assessment and accreditation decisions.

The Appeals Council is composed of five members, appointed by the Board of Trustees.

Scientific Council

Currently, Scientific Council is integrated by six experts with well recognized international experience that promote at the end of each year a debate on the annual progress of the Agency and present a report with criticisms and suggestions to improve the Agency's procedures.