

ACTIVITY REPORT
Management Report
2012

1. INTRODUCTION

The Agency for Assessment and Accreditation of Higher Education (A3ES), hereinafter referred to as the Agency or simply A3ES, completed its 4th year of activity in 2012. This was the year in which the implementation of the Agency's activities came into a steady state, with the launch of the 1st regular cycle of assessment/accreditation, to take place between 2012 and 2016.

Apart from the launch of the 1st regular cycle of assessment/accreditation, the process of certification of internal quality assurance systems was put into operation on an experimental basis, as was the experimental inclusion of students as participating members of External Assessment Committees.

During this same period, the prior accreditation of new study programmes presented by institutions for 2012/13 was completed, and the phase for online submission of requests for new study programmes for 2013/14 was also concluded.

As part of its mission to undertake analyses and produce studies in the field of quality assurance in higher education, A3ES concluded a set of studies on the higher education network, trends in higher education, the educational efficiency of higher education institutions, the situation of teaching staff in higher education and the employability of graduates. Various research centres and HEIs collaborated with the Agency on these studies, including the ICS (Institute of Social Sciences), CIPES (Centre for Studies on Higher Education Policy) and CIRIUS-ISEG (School of Economics and Management). These studies will be published in 2013.

The Agency continued its internationalization and research policy (including the work of the Scientific Council, participation in conferences and the writing of scientific publications) and organised an international conference on "Recent Trends in Quality Assurance". This policy has been internationally recognised as a hallmark of the Agency and has already resulted in an invitation by ENQA for A3ES to play a significant role in the training programme for quality experts, which ENQA has submitted for financing to the European Commission's Lifelong Learning program.

Finally, the international review of the Agency was requested to ENQA, to be held in the second semester of 2013, which will allow A3ES to become a full member of ENQA and will enable it to apply to be registered on EQAR.

2. PRIOR ACCREDITATION OF NEW STUDY PROGRAMMES

Requests for prior accreditation of new study programmes to begin in the academic year 2012/13 were analysed with the following results (Table 1):

Table 1 – Results of accreditation of new study programmes, 2012/13

<p>Prior accreditation of new study programmes submitted in 2011</p> <p>Requests made: 295 With decision of the MB:294 Favourable: 156 Favourable (conditional): 63 Unfavourable: 75</p> <p>Decisions contrary to EATs: 7 In favour of HEI: 5 Against HEI: 2</p> <p>Appeals: 9</p> <p>University Education: With decision of the MB: 184 Favourable: 103 Favourable (conditional): 39 Unfavourable: 42</p> <p>Decisions contrary to EATs: 6 In favour of HEI: 5 Against HEI: 1</p> <p>Polytechnic Education: With decision of the MB: 110 Favourable: 53 Favourable (conditional):: 24 Unfavourable: 33</p> <p>Decisions contrary to EATs: 1 In favour of HEI: 0 Against HEI: 1</p>

The process of submission of requests for prior accreditation of new study programmes for the academic year 2013/2014 was concluded on October 17th, 2012, and 242 new requests were submitted (see Table 2), which represents a decrease of 17% in relation to the previous period. It is possible that this decrease is already a reflexion of the stabilization of the system, now that the full implementation of the Bologna process is concluded, namely with regard to the creation of new Master's degrees.

Table 2 – Requests for prior accreditation of new study programmes

Requests for prior accreditation of NSC - 242
Requests from universities - 153
Public university education - 73
Association between institutions - 11
Private university education - 77
Association between institutions - 0
Association public/ private - 3
Requests from polytechnic institutions - 89
Public polytechnic education - 68
Association between institutions - 4
Private polytechnic education - 19
Association between institutions - 2
Association public university/polytechnic - 1
Association private university/polytechnic - 1
Requests corresponding to 1 st degree - 83
Public university education - 6
Private university education - 27
Public polytechnic education - 37
Private polytechnic education - 13
Requests corresponding to Master's degrees - 122
Public university education - 45
Private university education - 39
Public polytechnic education - 31
Private polytechnic education - 6
Association private university/ polytechnic - 1
Association public university/polytechnic - 0
Association public/private university - 0
Requests corresponding to PhDs - 37
Public university education - 23
Private university education - 22
Association public/private university - 3

3. PRELIMINARY ACCREDITATION OF STUDY PROGRAMMES IN OPERATION

As mentioned in previous reports, the institutions submitted 4,379 requests for preliminary accreditation of study programmes. However, a detailed analysis of the database built with the data provided by the institutions has revealed that there were 756 study programmes which did not appear to meet the minimum legal standards for accreditation. These results were discussed with each institution, which resulted in the withdrawal of 335 study programmes in operation (see Table 3) through voluntary decision of the institutions and 421 study programmes underwent the process of assessment/accreditation with a visit to the institution by a team of experts.

Table 3 – Study programmes in operation submitted for A3ES accreditation

		<i>1st cycle</i>	<i>Integrated. Master's</i>	<i>2nd cycle</i>	<i>3rd cycle</i>	<i>Total</i>
<i>Initial list of study programmes</i>	Total	1 669	138	2 004	568	4 379
<i>Study programmes withdrawn</i>	Uni.	76	1	146	36	259
	Poly.	38	-	38	-	76
	Total	114	1	184	36	335
<i>Study programmes for accreditation</i>	Uni.	125	8	90	59	282
	Poly.	85	-	54	-	139
	Total	210	8	144	59	421
<i>Study programmes with preliminary accreditation</i>	Total	1 345	129	1 676	473	3 623

Once the assessment/accreditation process of those 421 study programmes was completed, 307 were accredited (although this was conditional in most cases), and 114 cases were not. It would appear, however, that the higher education system is still in a stage of transformation since the institutions have been adjusting their educational offer in order to meet the minimum quality standards and to increase their efficiency with regard to the current funding restrictions, which has led to both the creation of new study programmes and to the withdrawal of study programmes which had received preliminary accreditation.

4. THE REGULAR ASSESSMENT/ACCREDITATION CYCLE

The first regular cycle of assessment/accreditation of study programmes, which included every study programme that had obtained preliminary accreditation, began in 2011/2012 and will last until 2015/2016. At the end of 2016 the database will be rebuilt to include data obtained from the completion of these processes.

The initial number of study programmes with preliminary accreditation was 3,623 although institutions have been adjusting their educational offer and have withdrawn 239 of those programmes of their own accord. Thus, there remain 3,384 study programmes with preliminary accreditation and their distribution by each of the years of the cycle is explained in Table 4.

Table 4 – Annual distribution of regular accreditation of study programmes*

Year	1st cycle	Integrated. Master's	2nd cycle	3^d cycle	Total
2011/2012	260	10	229	34	533
2012/2013	267	26	278	94	665
2013/2014	216	34	383	134	767
2014/2015	360	6	364	71	801
2015/2016	179	50	272	117	618
Total	1 282	126	1 526	450	3 384

* - Data referring to 31/01/2013

The regular assessment/accreditation cycle will be organised by scientific area in order to include in one single visit to each institution every study programme in one particular area, and in order to reduce operational costs. However, there are a small number of areas that are spread over two successive years due to the large number of study programmes involved. The areas covered by the first year of the cycle and the number of study programmes submitted for assessment within each of these areas are indicated in Table 5. The deadline for the completion and presentation of self-assessment reports referring to those study programmes was the end of April, 2012, and the visits to the institutions are now underway.

Table 5 – Scientific areas covered in the 1st year of the regular assessment/accreditation cycle

Scientific area	1st cycle	Integrated. Masters	2nd cycle	3^d cycle	Total
Training of Pre-school Teachers and Primary School Teachers (1 st and 2 nd cycle)	18		20	0	38
Psychology	22	5	49	10	86
Marketing and Publicity, Polytechnic Education	22		11	0	33
Marketing and Publicity, University Education	10		15	1	26
Accountancy and Taxation	26		23	1	50
Management and Administration, Poly. Educ.	24		11	0	35
Management and Administration, Uni. Educ.	20		29	4	53
Civil Engineering, Polytechnic Education	20		10	0	30
Civil Engineering, University Education	4	5	8	8	25
Social Work	24		12	2	38
Hospitality, Tourism and Leisure, Poly. Education	41		9	0	50
Hospitality, Tourism and Leisure, Uni. Education	5		6	2	13
Sports, Polytechnic Education	17		4	0	21
Sports, University Education	7		22	6	35
Total	260	10	229	34	533

For the subsequent years of the cycle the deadline for the submission of self-assessment reports will be in late December of each year. In this way, the reports concerning the 2nd year of assessments were presented by 28th December, 2012. Table 6 indicates the scientific areas and the number of study programmes involved.

Table 6 – Scientific areas covered in the 2nd year of the regular assessment/accreditation cycle (2012/2013)

Scientific area	1st cycle	Integrated. Master's	2nd cycle	3^d cycle	Total
Training of Pre-school Teachers and Primary School Teachers (1 st and 2 nd cycle)	14		47	0	61
History and Archaeology	17		34	20	71
Political Science and Citizenship	18		21	13	52
Communication Studies	26		13	4	43
Finance, Banking and Insurance	8		15	2	25
Public Administration	5		5	1	11
Management and Administration, Pol. Educ.	26		6	0	32
Management and Administration, Uni. Educ.	24		29	5	58
Law	15		21	10	46
Applied Legal Studies	7		1	0	8
Computing and Computer Engineering, Pol. Educ.	34		14	0	48
Computing and Computer Engineering, Uni. Educ.	35	3	36	16	90
Electrical Engineering, Electronics and Automation, Polytechnic Education	25		13	0	38
Electrical Engineering, Electronics and Automation, University Education	12	9	17	14	52
Architecture and Urban Planning	1	14	6	9	30
Total	267	26	278	94	665

5. INTERNAL QUALITY ASSURANCE SYSTEMS

As has been repeatedly mentioned in its activity plans, the Agency considers that the responsibility for higher education quality lies first and foremost with each higher education institution, which must therefore create the appropriate structures and internal procedures to promote and assure that quality. It is the responsibility of the

Agency to conduct audits, aiming at the certification of the internal quality assurance procedures of the institutions.

Following extensive public discussion, the Agency adopted a set of reference points for the internal quality assurance systems, as non prescriptive proposals, which describe the main characteristics of a well designed and properly implemented quality assurance system. These reference points are primarily intended to provide guidelines to assist the institutions in designing and developing their internal quality assurance systems, preferably based on structures and procedures that they already have in place and according to each institution's profile and specific needs.

Based on this, an audit model for internal quality assurance systems was developed, with a view to its certification, and for which a Manual for the Audit Process, Guidelines for Self-assessment and the Guidelines for the Drafting of the Audit Report were produced and adopted, and are published in the Agency's Internet site.

In late 2011 an invitation was extended to higher education institutions to express their interest in participating in the first experimental exercise of applying the audit model, to be undertaken in 2012. Expressions of interest were received from 14 institutions, of which five were selected, as they were the only ones which had a quality manual, or equivalent document, formally approved and with a minimum of one year's effective application.

In February 2012, a Workshop for the preparation of the audit process was held for the five participating institutions. Internal Seminars were also held at the request of four of those institutions, with the aim of increasing the interest of the academic communities in quality issues and more specifically in the audit process. The period for the submission of the self-assessment report was between March 1st and May 31st.

The audits, which involved a visit to each one of the institutions, were held between July and November 2012, and the preliminary reports were made available in early December. This experimental exercise was concluded in January 2013, and included the presentation of a critical appreciation report on the process and the corresponding adoption of improvement measures, based on the feedback from a meeting with the External Assessment Team and on other information obtained through a questionnaire distributed to participating institutions.

6. PREPARATION/TRAINING OF MEMBERS OF THE EATs

In 2012, the Agency organised three preparation sessions intended for new members of the External Assessment Teams, aimed at optimum preparation for the assessment/accreditation tasks, namely regarding the knowledge of the relevant legal framework, the conduct and procedures to adopt, and the functioning of the electronic platform on which the assessment/accreditation processes are conducted. These sessions were held in Curia, between 8th and 15th September, and in Lisbon, on 17th of November, and 109 members of the committees participated. There was also a training session for the members of the External Assessment Team on the

audit process of internal quality assurance systems, which took place in Lisbon, on 20th June.

7. STUDENT PARTICIPATION IN THE EATs

In 2010 the Agency decided to undertake an experimental exercise to include students in the External Assessment Teams based on voluntary participation of institutions. In 2011 the Agency started a process to recruit students for the external assessment committees. Applicants who had tuition in the areas of the study programmes being assessed/accredited in 2012/2013 were selected. These students underwent a training programme (two sessions were held, one in Porto and one in Lisbon). These students became part of the External Assessment Teams which began their work in May 2012. The results of this experimental exercise, which will finish at the end of the second year of the regular accreditation cycle, will be used to reach a decision on the way students could participate once the assessment/accreditation system is stable.

In 2012 the Agency started another recruitment process in order to renew the group of students and to deal with the new areas to be accredited in the next few years.

8. QUALITY ASSURANCE IN A3ES

The Agency considers the assurance of quality in the performance of its functions to be crucial to guarantee its credibility and to deserve the trust placed in it by interested parties, namely higher education institutions, students, government and society in general.

Therefore, the following initiatives were undertaken in 2012 concerning the definition of a quality policy and the corresponding implementation of internal quality assurance procedures:

- Beginning of Revision of [Regulation nº 504/2009](#), which approves the Regime for Assessment and Accreditation Processes for Higher Education Institutions and their Study Programmes
- Adoption and publishing of a quality policy statement for A3ES;
- Preparation and adoption of the Assessment Handbook, which includes topics on the assessment of quality and, particularly, on the system of higher education assessment and accreditation in Portugal, and which brings together existing documentation on concepts, principles and rules applicable to internal and external processes for the assessment of study programmes;
- Preparation and adoption of the Quality Manual, which summarises the procedures for internal quality assurance and for the Agency's accountability;
- External feedback was obtained, both through direct contact with the different interested parties and by systematically collecting comments and suggestions

from the higher education institutions and from members of the External Assessment Teams through surveys (questionnaires concerning the accreditation of new study programmes and the assessment/accreditation of study programmes in operation were applied in 2012);

- Consultation with the Advisory Council, in the terms foreseen in the Agency's Statutes;
- Consultation with the Scientific Council, which includes foreign experts;
- Obtaining formal and informal internal feedback, namely from a survey and a meeting of the Management Board with the Project Coordinators;
- Processing the information collected and adoption of improvement measures when necessary;
- Preparation and publication of the report *Survey on the NCE 2010 Process – Analysis of Results and Improvement Measures*;
- Four training sessions aimed at members of the External Assessment Teams (three for the EATs who assess study programmes and one for the audit process team).

The quality policy of the A3ES also states that it should undergo a periodic external review. However, it was only in 2012 that the Agency completed three years' experience of conducting assessment and accreditation processes, a necessary condition to request independent external evaluation and to be able to request full member status of the ENQA and to be enrolled on the European Quality Assurance Register (EQAR).

Until 2011 the ENQA regulations allowed agencies to opt for evaluation undertaken by a variety of entities, even if they were independent of ENQA. This policy was recently altered and ENQA began to coordinate all evaluations to ensure a greater level of homogeneity. However, nationally coordinated evaluations are still possible in cases in which national legislation so determines. In the case of Portugal, in paragraph a), 25th article, Law 38/2007, 16th August, the government determines the periodic international review of the Agency.

A3ES considers that in the light of the new policy defined by ENQA it would be advantageous for this international review to be carried out by ENQA itself. For this reason, A3ES requested the government to promote its international evaluation, to be undertaken by ENQA. The request was accepted by the government and by ENQA, and the external evaluation of the Agency should take place in the second semester of 2013 (APPENDIX I).

9. THE REPORT OF THE SCIENTIFIC COUNCIL

The third annual meeting of the Scientific Council was held with the participation of

Guy Neave, Mary Henkel, David Dill, Don Westerheijden and Bjorn Stensaker. The main topic of discussion was the implementation of risk management methodologies centred on making the accreditation processes more flexible. On the A3ES Internet site both the [Report of the Scientific Council](#) and the [reply from the Management Board](#) can be consulted.

10. INTERNATIONALISATION

The Agency has continued to embark on actions to promote its internationalisation, namely by participating in activities organised by ENQA. Thus, in 2011, the following actions took place:

- The Agency requested to join ECA (European Consortium for Accreditation), and was admitted after evaluation by a group of experts on the conformity of its performance with the European Standards and Guidelines and the ECA principles.
- The Agency was invited to join the CHEA International Quality Group (CIQG), an organisation based in Washington and which has the backing of the U.S. Council for Higher Education Accreditation.
- The Agency continues to be a member of the Governing Board of IMHE (Institutional Management of Higher Education) for the OECD, which is the entity responsible for the implementation of AHELO (Assessment of Higher Education Learning Outcomes) which the Agency has been accompanying.
- The Agency continued to participate in the research project IBAR financed by the European Commission's Lifelong Learning Programme, which studies obstacles to the implementation of European Standards and Guidelines,
- The Agency has been participating in the JOQAR programme led by the ECA, entitled "Joint programmes: Quality Assurance and Recognition of degrees awarded", which finishes on 31st October, 2013.
- The Agency is a member of the ECA work group WG4: Learning Outcomes in Quality Assurance and Accreditation (Madalena Fonseca).
- The Agency also participates in three work groups organised by ENQA:
 - a) Working Group on Quality Assurance and Excellence in Higher Education (Orlanda Tavares);
 - b) Working Group on Collection of (good) practices on how to measure impact of External Quality Assurance Processes (Amélia Veiga);
 - c) Working Group on Stakeholder Involvement in Quality Assurance Practices (Sónia Cardoso).
- Through Sónia Cardoso, the Agency is a member of the Advisory Board of the Quest for Quality for Students Project (QUEST), financed by the European Commission's Lifelong Learning Programme and coordinated by the European Students' Union (ESU), ARACIS (QA Romanian Agency),

SPARQS (Student Participation in Quality Scotland) and FZS (ESU member union from Germany).

- ENQA is preparing a proposal to the European Commission's Lifelong Learning Programme for financing of a project aiming to implement a European training programme for those involved in quality assurance from Ministries, Quality Agencies and higher education institutions and entails the creation of teaching and training materials. A3ES was invited to play a substantial role in this project due to its competence in two crucial components of the project: a theoretical and academic component (due to its research projects) and a more practical component aimed at implementation.
- At the request of CHEPS (Centre for Higher Education Policy Studies, Twente), the Agency received a visit from delegates from the Mozambican quality agency, who did an internship. A delegation from Estonia also visited A3ES and one of their number worked on the Agency's electronic platform.
- The Agency organised an international Conference entitled "[Recent Trends in Quality Assurance](#)" from 11th to 13th October, 2012.
- Through the services of Madalena Fonseca, the Agency gave support to the National Assessment and Accreditation Institute of Angola.

11. PRESENTATIONS, PARTICIPATIONS IN CONFERENCES, VISITS

1. Visit to the Spanish quality assessment agency, ACSUG – Axencia para a Calidade do Sistema Universitario de Galicia. Sérgio Santos, João Duarte Silva.
2. Workshop on 'Models and Practices of National Student Representation in Europe'. CEU, Budapest, 3rd-4th February 2012, Cardoso, S.
3. Visit to QAA, London, 21st-22nd February 2012, Alberto Amaral.
4. Methodology Seminar Assessment and Accreditation in Higher Education. 12th to 15th March 2012, INAAES, Luanda, with presentation of paper Processos de Garantia de Qualidade no Ensino Superior: o caso de Portugal. Madalena Fonseca
5. Participation in the 9th meeting of the AHELO Group of National Experts, OCDE, Paris, 19th-20th March, 2012; Sérgio Santos
6. Quality and Access: the Portuguese case. *Desigualdades, Culturas Urbanas e Inclusão*. I Colóquio Multidisciplinar Artes, Humanidades e Ciências Sociais na UP, 12th-13th April 2012, Arts Faculty, University of Porto, Tavares, O. and Cardoso, S.
7. Kick-off meeting ENQA Working Group on Impact of Quality Assurance, QAA, Barcelona, 12th April 2012, Veiga, A.
8. Second ENQA Forum, 23rd to 24th April 2012, Paris, Alberto Amaral.
9. ENQA (the European Association for Quality Assurance in Higher Education

Workshop – *Development of QA procedures and alignment to the ESG*, 3rd-4th May 2012, Belgrade, Serbia, Tavares, O.; Cardoso, S.

10. Estudo da Satisfação e Motivação dos Académicos no Ensino Superior Português. *FICPE 2012*. Porto, 10th-11th May 2012. Machado, M. L., Meira Soares, Brites, R; V., Brites Ferreira, J., Farhangmehr, M, & Gouveia, O.; Peterson, M.
11. FICPE2012 – II Fórum de Investigação em Ciências e Políticas da Educação, Faculdade de Psicologia e Ciências de Educação da Universidade do Porto, Porto, 10th-11th May 2012, Cardoso, S.
12. Kick-off meeting ENQA Working Group on stakeholder involvement in QA practices, ENQA Secretariat, Brussels, 30th May 2012, Cardoso, S.
13. Quanto Custa Estudar no Ensino Superior Português. *Apresentação Projecto CESTES*. Universidade de Lisboa. 6th June 2012. Cerdeira, L.; Cabrito, B.; Patrocínio, T.; Brites, R; Machado, M.L.
14. XV ECA Workshop, 13th June 2012, Madrid, Alberto Amaral
15. Participation in IX FORO CALIDAD in Santiago de Compostela, 12th-15th June 2012. Sérgio Santos, João Duarte Silva.
16. A Reconfiguração da gestão universitária em Portugal, article presented at the VII Congresso Português de Sociologia, 19th-22nd June 2012, Porto, Portugal, Veiga, A., Magalhães, A., Sousa, S., Ribeiro, F., Amaral, A.
17. Managing Higher Education in Europe, European Conference EUNIS, Vila Real, 20th June 2012, Alberto Amaral.
18. O Trabalho Académico no Ensino Superior, em Portugal. *VII Congresso IberoAmericano de Docência Universitária*; Porto, 24th-27th June 2012. Brites Ferreira, J., Machado, M. L., Brites, R; M, & Gouveia, O.
19. Portuguese Higher Education students' costs: Two Last Decades View. *XXI Jornadas Asociación de Economía de la Educación, AEDE*. 5th-6th July 2012, Porto. Cerdeira, L; Cabrito, B; Patrocínio, T.; Machado, M.L. Brites, R.
20. ESA interim Workshop 'Career Development in Academia'. Research Network 24 – Sociology of Science and Technology Network (SSTNET) of the European Sociological Association (ESA) and the Centre for Sociology of Science and Science Studies (IHST) of the Russian Academy of Sciences, 5th-6th July 2012, Russian Academy of Sciences, St Petersburg, Russia, Cardoso, S.
21. Accessibility and Affordability in The Portuguese Higher Education: The Students' Costs. EAIR 34th Annual Forum 2012 "The Social Contract of Higher Education" Stavanger, Norway, 5th-8th September 2012, Cerdeira, L; Patrocínio, T.; Cabrito, B.; Machado, L. Brites, R.
22. Routes towards Higher Education: Students' preferred or feasible choices? *The Social Contract of Higher Education*. EAIR 34th Annual Forum, Stavanger, Norway, 5th-8th September 2012, Tavares, O.

23. The governance reform and actors' perceptions on drivers and factors affecting universities' strategies, EAIR 34th Annual Forum, Stavanger, Norway, 5th-8th September 2012, Veiga, A., Magalhães, A.
24. Mapping Portuguese institutional policies on access against the European Standards and Guidelines. *Higher Education and Social Dynamics*, 25th CHER Annual Conference, Belgrade, Serbia, 10th-12th de September 2012, Tavares, O. and Cardoso, S.
25. Governance narratives, political steering and factors influencing European universities' strategies, paper presented at 25th CHER Conference, 10th-12th September, 2012, Belgrade, Serbia, Veiga, A. and Magalhães, A.
26. Quality, management and governance in Portuguese higher education institutions, paper presented at 25th CHER Conference, 10th-12th September 2012, Belgrade, Serbia, Veiga, A., Sarrico, C., Amaral A.
27. Governance of governance in higher education: the case of Portugal, paper presented at IMHE General Conference, 17th-19th September 2012, Paris, France, Magalhães, A., Veiga, A., Sousa, S., Ribeiro, F., Amaral, A.
28. 2nd working meeting of ENQA's working group on Stakeholder Involvement in QA Practices, Zurich, Switzerland, 19th September 2012, Cardoso, S.
29. Workshop *EUA Doctoral Week*, the final event in an EUA-coordinated project on quality management in doctoral education, supported by the European Commission's Lifelong Learning Programme, 26th-27th September 2012, Stockholm, Tavares, O. and Cardoso, S.
30. Introduction to the Conference Theme, Recent Trends in Quality Assurance, 11th-13th October 2012, Porto, Alberto Amaral.
31. Participation in the 10th meeting of the AHELO Group of National Experts, OCDE, Paris, 17th-18th October 2012; Sérgio Santos.
32. General Assembly of ENQA, Basle, 18th-20th October 2012, Alberto Amaral.
33. XIII Colóquio Ibérico de Geografia, University of Santiago de Compostela, Espanha, 24th-27th October 2012, with presentation of paper A Massificação do Ensino Superior em Portugal: Efeitos Espaciais na Diversificação do Sistema. Madalena Fonseca and Sara Encarnação.
34. A Dimensão Operacional de um Sistema de Gestão Integrado para a Administração da Educação Superior. *Paper presented at 2nd FORGES Conference*, Forum on Higher Education in Portuguese-speaking regions and countries, 6th-8th November 2012. Macau. Correa, A., Schuch Jr., V. F., Siluk, J. C., Madruga, L., Machado, M. L. & Rodrigues, I. M. C.
35. Em Busca de Um Paradigma de Gestão Estratégica para as Instituições de Ensino Superior. IV ELBE. 12th-14th November 2012, Lisbon; Machado, M. L.; Araújo, F.
36. Participation in European Quality Assurance Forum, How does quality assurance make a difference, Tallinn University, Estonia, 22nd-24th November

2012. Sérgio Santos; Alberto Amaral

37. Meeting ENQA Working group on Impact of Quality Assurance, QAA, Oslo, 15th December 2012, with presentation of the work which aimed at responding to the following questions: What are the (good) practices developed by QA agencies to assess the impact of external quality assessment? How do quality agencies know that what they are doing has an impact? Veiga, A.
38. A Agência Portuguesa de Avaliação e Acreditação do Ensino Superior, paper presented at the Conference on Quality Assurance in Higher Education, 16th-17th December 2012, Macau, João Duarte Silva.

12. PUBLICATIONS

INTERNATIONAL BOOKS

1. Stensaker, B., Välimaa, J. and Sarrico, C. (2012) *Managing Reform in Universities. The Dynamics of Culture, Identity and Organizational Change*, Chippenham and Eastbourne: Palgrave McMillan.

NATIONAL BOOKS

2. Magalhães, A.; Machado, M. L. & Sá, M. J. (Orgs.), (2012) *Satisfação dos Estudantes do Ensino Superior Português*.
3. Machado, M. L. ; Meira Soares, V. ; Brites, R.; Brites Ferreira, J.; Farhangmerh; M.; Gouveia, O. (2012) *Satisfação e Motivação dos Académicos no Ensino Superior Português*. Editora Almedina.

ARTICLES IN INTERNATIONAL JOURNALS

4. Machado-Taylor, M. L., Meira Soares, V., & Gouveia, O. (2012). Academic Job Satisfaction and Motivation: Findings and Discussions. *Global Business & Economics Anthology (GBEA)*. Volume I, 248-258. ISSN: 1553-1392.
5. Brites Ferreira, J., Machado, M. L., & Gouveia, O. (2012). Satisfação e motivação dos docentes do ensino superior em Portugal. *Revista Ibero-americana de Educação*, secção 'Estudos e Investigações/Docência Universitária, nº 58/1, 1-12. ISSN: 1681 – 5653
6. Dias, D., Sá, M. J. & Machado, M. L. (2012). Ser docente em Portugal: Percursos de género. *Revista Galego-Portuguesa de Psicoloxía e Educacion: revista de estudos e investigación en psicología y educación*, 1(20). ISSN: 1138-1663.
7. Cerdeira, L.; Patrocínio, T.; Cabrito, B.; Machado, L.; Brites, R. (2012) Portuguese Higher Education Students' Costs: Two Last Decades View. *PEC*; 47(47):16-26 ICID: 1020830.
8. Tavares, O., Brites, J. (2012), "Choices and Motivations: The why and how of Portuguese students' enrolment choices in higher education", *European Journal of Education*, Vol. 47, N.º 2, 310-326.

9. Tavares, O. (2012) "Routes towards Portuguese higher education: students' preferred or feasible choices?" *Educational Research* (Accepted for publication).
10. Tavares, O., Cardoso, S. (2012) "Enrolment choices in Portuguese higher education: do students behave as consumers?" *Higher Education* (DOI) 10.1007/s10734-012-9605-5.
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3. Participation in the Commemoration of 25 years of the Biochemistry study programme, Porto, 29th February 2012, Alberto Amaral.
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5. Políticas de ensino superior e universidade, Economics Faculty, Porto, 28th March 2012, Alberto Amaral.
6. Universidade do Minho, Auditing Internal Quality Assurance Systems – Framework, principles, reference points and criteria, Preparatory Seminar for the experimental exercise of application of the audit model, Universidade do Minho, 3rd April 2012. Sérgio Santos.
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8. Engineering Pedagogical conference, Engineering Students Union, Faculty of Engineering Porto, 13th April 2012, Alberto Amaral.
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10. Auditing Internal Quality Assurance Systems – Framework, principles, reference points and criteria, Preparatory Seminar for the experimental exercise of application of the audit model, Universidade de Évora, 23rd April 2012. Sérgio Santos.
11. IV Congresso do Ensino Superior Politécnico, rede do ensino superior em Portugal, 26th April. Alberto Amaral.
12. National Academy of Medicine, A formação em Medicina em Portugal, 27th April, Alberto Amaral.
13. Auditing Internal Quality Assurance Systems – Framework, principles, reference points and criteria, Preparatory Seminar for the experimental exercise of application of the audit model, Instituto Politécnico de Viana do Castelo, 2nd May 2012. Sérgio Santos.
14. Rankings e sistemas de ensino superior, Universidade de Lisboa, 4th May, Alberto Amaral.
15. Auditing Internal Quality Assurance Systems – Framework, principles, reference points and criteria, Seminar presented at the Specialization Course in Higher Education Management, Institute of Education, University of Lisbon, 11th May 2012. Sérgio Santos.
16. Sharing Best Practices in R&D and Education Statistics, GPEARI, Lisbon, 23rd May, Alberto Amaral.

17. Ensino Superior, Emprego e Desenvolvimento Económico, Catholic University, 16th July, Alberto Amaral.
18. Principles on Assessment and Quality – Excellence in Higher Education, Aveiro University, FAPForm – V edição, 29th September 2012. Sérgio Santos.
19. O sistema de acreditação, School of Dental Medicine, Catholic University, Viseu, 4th October, Alberto Amaral.

14. FINAL NOTE

The Agency has always worked closely with higher education institutions, either directly (with countless meetings held with a large number of higher education institutions) or indirectly, through their representative organizations such as CRUP, CCISP and APESP as well as with students, professional Orders and employers represented on the Advisory Council. This has allowed the Agency to alter its performance in accordance with the information collected and the sensibilities of the different partners, and sometimes leads to adaptation and adjustments to policies set out in successive business plans.

The analysis of questionnaires completed by users will make it possible to further match the Agency's activity to the needs of the institutions, but always without affecting A3ES's rigorous performance. The creation of discussion groups regarding the results of the surveys with the participation of stakeholders will certainly be a key tool for improving the assessment and accreditation processes.

Finally, it is the intention of the Agency to prepare methodologies and processes in time to be used after the end of the first regular cycle of assessment/accreditation, a task that will once again be undertaken in close collaboration with institutions and their respective representative bodies, as well as with the other organs of the Agency.

The Management Board,

Alberto Manuel Sampaio Castro Amaral

Jacinto Jorge Carvalhal

João Alexandre Botelho Duarte Silva

Sérgio Machado dos Santos

Paulo Jorge dos Santos Silva Santiago

ANEXO I



Prof. Dr. João Filipe Queiró
Secretary State for Higher Education
Government of Portugal

Vienna, 13 August 2012

Re: Your letter dated 17 May 2012, ref. 00001790

Dear Prof. Dr. Queiró,

Thank you very much for your letter of 17 May 2012 informing of the legal requirements under which the Portuguese Agency for Assessment and Accreditation of the Higher Education System (A3ES) is operating and the consequent necessity to undergo an external review for the purposes of ENQA membership and EQAR listing.

As of June 2011, ENQA coordinates the reviews of all member and applicant agencies in order to guarantee a higher level of homogeneity of the reviews.

The ENQA Secretariat will be pleased to coordinate the review of A3ES in line with the *Guidelines for external reviews of quality assurance agencies in the EHEA*, and has taken note that the Agency needs to be reviewed by the end of 2013.

All necessary organisational arrangements will be made with the Agency in due course.

Yours sincerely,

Achim Hopbach
President of ENQA

MINISTÉRIO DA EDUCAÇÃO E CIÊNCIA	
Gabinete do Secretário de Estado do Ensino Superior	
ENT. N.º 4398	DATA 20/08/2012
PROC. N.º 109/06/519	
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De: Nathalie Lugano <nathalie.lugano@enqa.eu>
Data: October 30, 2012 2:37:40 PM GMT+00:00
Para: "alberto.amaral@a3es.pt" <alberto.amaral@a3es.pt>
Cc: Maria Kelo <maria.kelo@enqa.eu>, Anaïs Gourdin
<Anais.Gourdin@enqa.eu>
RE: Review A3ES

Dear Alberto

I am replying to your email as I am the person responsible for reviews at the Secretariat. The review of A3ES will take place in the second half of 2013 since your requirement is to be reviewed before the end of 2013 and the schedule for the spring is quite full with 5 reviews being held between February and May.

Before the end of 2012, I will send you the contract and Terms of Reference for your consideration. I will also take care of setting up the panel. You will receive all instructions by email and I'll keep you posted on how things are proceeding.

As regards the workshop for agencies undergoing a review on 21-22 January 2013, you are of course welcome to attend the event and will receive the invitation by email very soon. Two delegates can register for now and a third A3ES representative may register depending on the number of places available closer to the deadline. The workshop aims at informing senior managers and staff involved in the preparation of the self-evaluation. Please find the programme attached.

I hope this answers your questions and remain at your disposal for any further information you may need.

With best regards
Nathalie

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