



The resources that institutions make available to students in accordance with ESG 1.5 are evaluated. Training seminars for researchers who have obtained doctorates to improve their employment opportunities are also considered.

Evaluation of managing information on institutions' activity results and public information:

1. Student progression & success rates - students' satisfaction;
2. Profile of the student population - employability of graduates;
3. Effectiveness of teachers - learning resources available;
4. Doctoral school's own key performance indicators.
5. Programs - the intended learning outcomes of these,
6. The qualifications they award - the profile of the current students,
7. Teaching, learning and assessment procedures,
8. Learning opportunities available to their students,
9. Views and employment destinations of past students.

Conclusion

The AERES has now evaluated all the French doctoral schools. The methods have greatly evolved from empiric grids to evaluation processes sustained by a global quality management policy and a process approach. The analysis of the evaluations conducted by the AERES in four evaluation campaigns shows the sustainability of the quality approach and of the resulting evaluation procedures. The self-evaluation, the visit including the hearing in camera and the report publication with the scoring, has led to visible changes in the policy of the doctoral schools with a clear improvement in their quality assurance policy.

- 11) The common framework for the evaluation of the teacher competence at the Catalan universities:

Developing an adequate methodology to assess teaching activities of the academic staff in the universities of Catalonia has been one of the main objectives of AQU since 2002. The context in which the project was initiated was outlined by two main streams at the Catalan universities: a) external assessment of teachers, mainly based on the results of research and using international standards, and b) internal evaluation using certain tools such as the students surveys (not very well developed) in order to recognise teaching activities. This second instrument had a very low impact as the general practice was to reward the 100% of the teachers (with a salary bonus). The reason for that relaxed use of the internal assessment mechanism is, among other elements, the insufficient development of the internal assessment tools.

Taking into account that situation, the purpose of AQU was to combine the rigour of the external assessment for the performance of research activities with the value of the internal evaluation in terms of autonomy of institutions and quality assurance development for the universities.



This objective was undertaken by setting up a General Framework for the evaluation of teaching staff at the Catalan universities. A tool that considers 3 dimensions (planning, classroom activities and learning outcomes) and the implication of 3 different groups of stakeholders with their evidences (Teachers: teacher portfolio; Academic Managers: report; Students: survey).

With that predefined background universities drew up their own teaching staff evaluation guidelines. Those proposed guidelines were assessed by AQU for a pre-accreditation and after the introduction of some recommendations they were certified by AQU and implemented by the institutions.

For the period 2003-2007 the guidelines were used experimentally. In that round the majority of teachers who applied passed the assessment (96%) but, at the same time, that phase showed that approximately 25 % of the potential number of teachers chose not to apply, taking into consideration that the assessment was not compulsory. Various reasons were given by teachers for not applying but it is important to state that the method is setting up the required merits to pass the assessment in the Catalan universities and this is expected to generate changes in the forthcoming years. In the short term the framework has provided a more equitable and consistent distribution of the public bonuses for teachers based on their performance.

After that experimental cycle AQU has accredited the use of the evaluation guidelines by the universities. That accreditation encouraged the autonomy and responsibility of the universities in their tasks of assessing teaching activities. By developing at first the framework, then accrediting the guidelines and finally by implementing following up mechanisms on the use of the guidelines, AQU is raising trust among the stakeholders, and this is expected to generate a greater participation in the coming years.

12) AGENCY FOR QUALITY ASSURANCE IN THE GALICIAN UNIVERSITY SYSTEM (ACSUG) ACTIVITY: LABOUR MARKET INSERTION STUDIES

When it was created, one of ACSUG first activities was the preparation of labour market insertion surveys for Galician University System (SUG) graduates for which a project to monitor their labour market situation was set up.

The project first started with the study of graduates from the 1996-1997 to 2000-2001 academic years which meant the survey covered a five-year period. Later surveys covered bi-annual timescales (2001-2003 and 2003-2005,) although later reviews were subsequently conducted on an annual basis. In this moment we are carrying out the study about the graduates of the 2007-2008 academic year.

The main objectives of these studies are to know the current labour situation of the SUG graduates and to compile and analyze information about their period in the university. Thus, the graduates' situation in the labour market is studied in