

COMPLEMENTARY REGULATION Nº 001/2021 – PPGFT
SELF-ASSESSMENT REGULATIONS

Approved at the 245th CPG-FT Ordinary Meeting on 01/15/2021, regulating the Self-Assessment Policy of the Postgraduate Program in Physical Therapy.

The Postgraduate Program in Physical Therapy (PPGFT) Coordination, in accordance with its responsibilities, as outlined in the Postgraduate Program in Physical Therapy Internal Regulations, and considering:

- The CAPES Physical Education Area Committee guidelines
- The need to monitor the program's performance while ensuring the quality of the PPGFT; resolves the following:

I – SELF-ASSESSMENT OBJECTIVES

Article 1 The PPGFT Self-Assessment Policy proposal must be in accordance with the CAPES Physical Education Area Committee guidelines and the Provost for Postgraduate Education (ProPG) at UFSCar. To successfully achieve its purpose, the process is guided by the following specific objectives:

- A) Establish a Self-Assessment Committee to coordinate the process, represented by faculty, students, administration, and technical staff.
- B) Develop the self-assessment proposal and instruments.
- C) Engage various stakeholders in discussions about the self-assessment proposal.
- D) Raise awareness within the academic community about the importance of collective involvement in the process.
- E) Create a database to store collected information.
- F) Gather feedback from faculty members, students, administrators, and technical staff on program/course activities.
- G) Analyze and discuss the collected feedback and data.
- H) Prepare reports highlighting strengths, weaknesses, and recommendations for program/course improvement.

- I) Facilitate discussion forums with the academic community.
- J) Implement self-assessment as a continuous process, including an annual review and feedback.
- K) Track alumni by creating an alumni website and social media searches, enabling them to evaluate the program.

II – TECHNICAL IMPLEMENTATION OF THE SELF-ASSESSMENT PROCESS

Article 2 – The self-assessment process used by the PPGFT follows the recommendations proposed in the Final Report prepared by the Self-Assessment Working Group of the Postgraduate Programs – CAPES – Ordinance 149/2018, as follows.

§1 – Monitoring the quality of the program, its formative process, knowledge production, performance, and its political, educational, economic, and social impacts.

§2 – Focusing on the postgraduate students' education from the perspective of social, scientific, technological, and professional integration, whether in-person or remote, within the program.

Article 3. This process will follow these stages:

- A) Policies and preparation
- B) Implementation and procedures
- C) Results dissemination
- D) Results application
- E) Meta-evaluation

Article 4. The foundation of the PPGFT evaluation is based on dimensions already considered by CAPES, namely: (i) program proposal; (ii) faculty; (iii) students, dissertations, and final projects; (iv) intellectual output; and (v) social impact.

III - POLICIES AND PREPARATION

Article 5. The Self-Assessment Committee (CAA in Portuguese) comprises the following members from the PPGFT:

- Coordinator (or Vice-Coordinator)
- Two faculty representatives
- One technical-administrative staff representative
- One student representative
- One international external member
- One alumni representative

Article 6. The term of office for committee members and the selection process for the CAA will be defined in the Self-Assessment Policy.

§ 1º Members will be selected by the PPGFT Postgraduate Committee (CPG-PPGFT).

§ 2º The CAA must meet at least twice per semester to oversee the stages of the self-assessment process.

Article 7. The Self-Assessment Plan (PAA in Portuguese) will be developed by the CAA based on:

- I. The PPGFT mission
- II. The UFSCar Institutional Development Plan (PDI in Portuguese)
- III. The results of CAPES evaluations from the previous four-year period
- IV. Program quality monitoring and training processes.

Sole paragraph. The PAA must be approved by the CPG-PPGFT.

Article 8. The term of office for committee members and the CAA selection process will be defined in the Self-Assessment Plan, which must include the following sections:

- I. Objectives and Strategies
- II. Methodology: techniques, instruments, analysis methods, and data collection frequency
- III. Timeline
- IV. Strategies for disseminating results
- V. Monitoring results application

IV – IMPLEMENTATION AND PROCEDURES

Article 9. Data collection will be conducted through research, incorporating both quantitative and qualitative evaluation aspects. The research methods will include document analysis, reports application, and evaluation forms. The collected data will be tabulated, and the information will be systematically organized.

§ 1º Document Analysis – Current CAPES documents will be reviewed to build a database containing the general records of the Program, following the indicators outlined in the table in Article 8 of this Complementary Regulation. The data for this database will be collected by the Program's Secretariat and Coordination.

§ 2º Application of Data Collection Instruments – Data collection will be conducted by completing and applying evaluation forms for faculty, students, administrators, and technical-administrative staff. Reports and forms will be designed for each group including their participation. Moreover, completion will be mandatory for all participants. The content of the reports and forms must align with the dimensions and indicators established in this self-assessment proposal.

§ 3º Tabulation and Systematization of Information – A database will be created to transcribe all raw data and information. Closed-ended questions from the forms will be tabulated based on the frequency of responses, while open-ended questions will be transcribed to be categorized later. The CAA will analyze all the data and write a preliminary report.

Article 10. The PAA will consider the following dimensions and indicators that comprise the categories of analysis.

§ 1º To meet the needs of the PPGFT, selecting the indicators will take into account the following:

- a) The theoretical framework for performance evaluation
- b) The evaluation criteria set by CAPES
- c) Criteria identified in self-assessment experiences

d) The PPGFT characteristics

Dimensions	Indicators
Program proposal	<ul style="list-style-type: none"> - Program objectives - Historical context of the course - Research lines offered and the existing connections between them - Faculty accreditation, de-accreditation, and re-accreditation policy - Curriculum organization - Course Council's involvement - Reflection index and collective work within the course - Projects (highlighting ongoing research projects, specifying faculty participation and coordination) - Existing exchange programs and networks between PPGFT and other institutions - Student evaluation proposal - Program evaluation proposal
Administrative structure, organization, and Infrastructure	<ul style="list-style-type: none"> - Physical structure (availability, state of conservation, lighting, acoustics) - Financial resources received - Number of students - Number of technical-administrative staff - Number of qualifications granted - Number of rooms: coordination, secretariat, classrooms, research rooms for faculty and students, rooms for service and guidance - Classroom conditions - Space cleanliness - Condition and preservation of program equipment - Library: extensive and relevant bibliographic collection, including classic texts in the field and updated bibliographies that meet the research lines - Research laboratory with adequate structure for demand - Updated website with all program data: from the selection process to the dissertation
Faculty	<ul style="list-style-type: none"> - Number of accredited faculty members - Level, area, and duration of training - Length of service at UFSCar and in the program

	<ul style="list-style-type: none"> - Degree of participation in course decisions - Relationship between course professionals and students (groups, research project networks) - Joint work between the community and the course (activities with undergraduate, public schools, and society in general) - Faculty performance in the classroom from the students' perspective - Faculty attendance - Involvement in other national and international activities - Instruments and criteria used to assess student performance - Level of commitment to the program - Subjects taught - Number of supervised students (master's, undergraduate research, and final course projects)
Students	<ul style="list-style-type: none"> - Selection criteria for the PPGFT - Student performance - Academic flow (dropout, qualification, defense, etc.) - Participation of internal and external Ph.D. members with adequate performance according to CAPES in defense committees - Participation in projects, groups, and research networks - Number of scholarships granted to students - Participation in councils, collegiate bodies, and committees - Academic production (analyzed according to CAPES area criteria)
Technical-administrative staff	<ul style="list-style-type: none"> - Academic qualifications - Professional development - Performance - Relationship with faculty, students, and coordination
Management	<p>Procedures and methods for course subject distribution</p> <ul style="list-style-type: none"> - Monitoring of program activities - Academic guidance for new students - Encouragement of qualification and academic production

	<ul style="list-style-type: none"> - Compliance with CAPES area criteria - Handling of program processes and documents - Service to the academic community - Actions to resolve program issues - Evaluation of management from the perspectives of students, faculty, and technical-administrative staff - Time dedicated to the course
Academic publications	<ul style="list-style-type: none"> - Qualified publications from the program per permanent faculty member - Compliance with performance indices and other CAPES criteria for Physical Education

Art. 11 The evaluation of the dimensions will consider data spreadsheets with all internal and external indicators, both qualitative and quantitative, collected by the CAA, including data from reports and evaluation and monitoring forms filled out by faculty and students.

V – RESULTS DISSEMINATION

Art. 12 The results will be disclosed biennially in the form of reports and workshops involving faculty, students, and technical-administrative staff connected to the PPGFT. The results will be made publicly available on the PPGFT website and shared on the PPGFT's social media channels.

VI – RESULTS APPLICATION

Art. 13 An assembly comprising faculty, students, and technical-administrative staff involved with the PPGFT will be held after the results are disclosed to:

- I. Discuss the information
- II. Identify corrective and preventive actions to be implemented, considering the PPGFT's strategic planning
- III. Collaboratively develop an action plan with faculty, students, and technical-administrative staff based on SWOT (Strengths, Weaknesses, Opportunities, Threats) for strategic planning
- IV. Disseminate the results of the actions to those involved with the PPGFT and to CAPES
- V. Create an analytical document that highlights the strengths and weaknesses of the PPGFT, including suggestions for qualitative improvements in each dimension. This document will result in an agreement on the changes to be implemented in the coming years, translated into goals and actions that will be integrated into the Program's Planning.

VII – META-EVALUATION

Art. 14 The PPGFT must evaluate its own self-assessment system used during a given cycle. This is for purposes of improvement. In this meta-evaluation, the following descriptors should be considered:

I. Policies and Preparation: Based on the involvement of those with the PPGFT, the program's strengths and weaknesses will be identified, considering the previous CAPES evaluation and political, technical, and cultural aspects.

II. Implementation: The evaluation methods and instruments, the criteria and indicators, and the way qualitative and quantitative information is aggregated and analyzed should be assessed regarding their relevance.

III. Results Dissemination and Application: The process of discussing the information arising from the self-assessment must be aligned with the strategic planning, so that the actions resulting from this discussion can contribute to the program's improvement, with these actions and results needing to be disseminated to the entire community and to CAPES.

VIII - FINAL PROVISIONS

Art. 15 Any cases not addressed by this Complementary Regulation will be analyzed and evaluated by the CPG-PPGFT.

Art. 16 This regulation may be amended whenever there is a need to align it with normative instruments, such as the documents from the CAPES Physical Education Area.

Art. 17 This Complementary Regulation shall come into effect on the date of its approval by the CPG-PPGFT.

References

- [1] CAPES (2019). Proposta de Revisão da Ficha utilizada para a Avaliação dos Programas de Pós-Graduação que é conduzida pela CAPES. Relatório do Grupo de Trabalho da Ficha de Avaliação. 2019. Available at <http://www.capes.gov.br/pt/relatorios-tecnicos-day>. Accessed on 14/04/2020.
- [2] CAPES (2019). Proposta para Discussão. Grupo de Trabalho sobre a Autoavaliação de Programas de Pós-Graduação. 2019.
- [3] CAPES (2018). Proposta de Aprimoramento do Modelo de Avaliação da PG. Documento Final da Comissão Nacional de Acompanhamento do PNPG 2011-2020. 2018.
- [4] Hindle T, Lawrence M (1994). Field Guide to Strategy: a glossary of essential tools and concepts of today managers. Harvard Business School Press.

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