



## ACTIVITIES REPORT

# 2018

**Title**

Activities Report 2018

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## Message from the President



In 2018, IPCA maintained its pace of growth and consolidation, in line with its mission and with the strategic objectives defined in the Strategic Plan for 2020, increasing the impact on society by increasing the number of graduates, applied research projects and the production and transfer of knowledge.

From this report, the following facts deserve special remark:

- The transformation of IPCA into a public foundation under a private law regime, which implies changes in the governance model;
- The entry of 652 new undergraduate students through the national access contest, which represents a rate of 97.8% in relation to the vacancies made available;
- The increase, in general, in the number of students in the various levels of education, especially the increase in the offer of Short Cycle Technical Courses (CTeSP) in a post-work regime;
- The inauguration of the José Mariano Gago Library and the School of Technology;
- The acquisition of the Braga Pole building;
- The commitment of the professors to obtain a doctoral degree or a specialist degree, with doctoral professors and specialists already representing about 90% of career professors;
- The performance of the socially responsible IPCA, integrating the concerns of social responsibility in a transversal way in the performance of the Institution, assuming commitments at the level of sustainability and solidarity.

The future will be to face the challenges by raising quality at all levels. The strategy requires, on the one hand, unity, cooperation and solidarity at the internal level and, on the other hand, the capacity to network with all stakeholders, namely, counterparts, companies, associations and decision centres.

In terms of the near future, the main focus of the IPCA will focus on increasing the educational offer in the areas of hotel and tourism and the offer of TeSP courses, namely in the municipality of Vila nova de Famalicão. Simultaneously, IPCA will seek to improve the conditions for students with the creation, on the Campus, of infrastructures for sports, social, food and parking and to work to readjust the Pole of Braga building in order to improve the conditions for all those who attend and work in this higher education institution.

The results presented in this report reflect the confidence that the students place in our Institution, without which we would not be able to get up to here, recognizing the name IPCA and its competences.

A special word of appreciation is due to all IPCA employees for the commitment and effort placed daily in their activities, which unequivocally constituted the basis and essence of the good results achieved in 2018.

*Maria José Fernandes*

(President of the Polytechnic Institute of Cávado and Ave)



# SECTION I

The Polytechnic Institute of Cávado and Ave



# SECTION I

## The Polytechnic Institute of Cávado and Ave

### 1. Mission statement

Created in 1994, the Polytechnic Institute of Cávado and Ave (IPCA), has developed the attributions defined in the Law, contributing to increase the qualification of the Portuguese population, ensuring more training for more students, and strengthening scientific activity and applied research, in direct connection with the business and industrial environment.

The emphasis of the IPCA's mission relies on the contribution to society, through the offer of training in the areas of business sciences, technologies, design and tourism, targeted to different publics and using their technical and scientific skills, creates, transmits and diffuses the knowledge, in close articulation with the community, being present in four municipalities of Vale do Cávado and Ave: Barcelos, Braga, Guimarães and Famalicão.

This contribution is also promoted by the articulation of the educational offer with applied research and cultural creation, based on critical and reflective capacity and humanistic and ethical values. Its medium size allows the proximity of professors and students in a highly beneficial and motivating relationship for the acquisition of professional and personal knowledge and skills.

### 2. Legal Framework

IPCA is a public institution of polytechnic higher education, and was created by Decree-Law no. 304/94, of December 19. It is headquartered at Campus of IPCA in Barcelos and also has units geographically in other municipalities of Vale do Cávado and Ave, namely the Pole of Braga and the Pole of Guimarães.

As a higher education institution, IPCA complies with the Legal Regime of Higher Education Institutions (RJIES), a law approved by Law no. 62/2007, of September 10, which regulates, among others, responsibilities and organization, the functioning and competence of its organs, and also the protection and public oversight of the State over the same, within the framework of its autonomy.

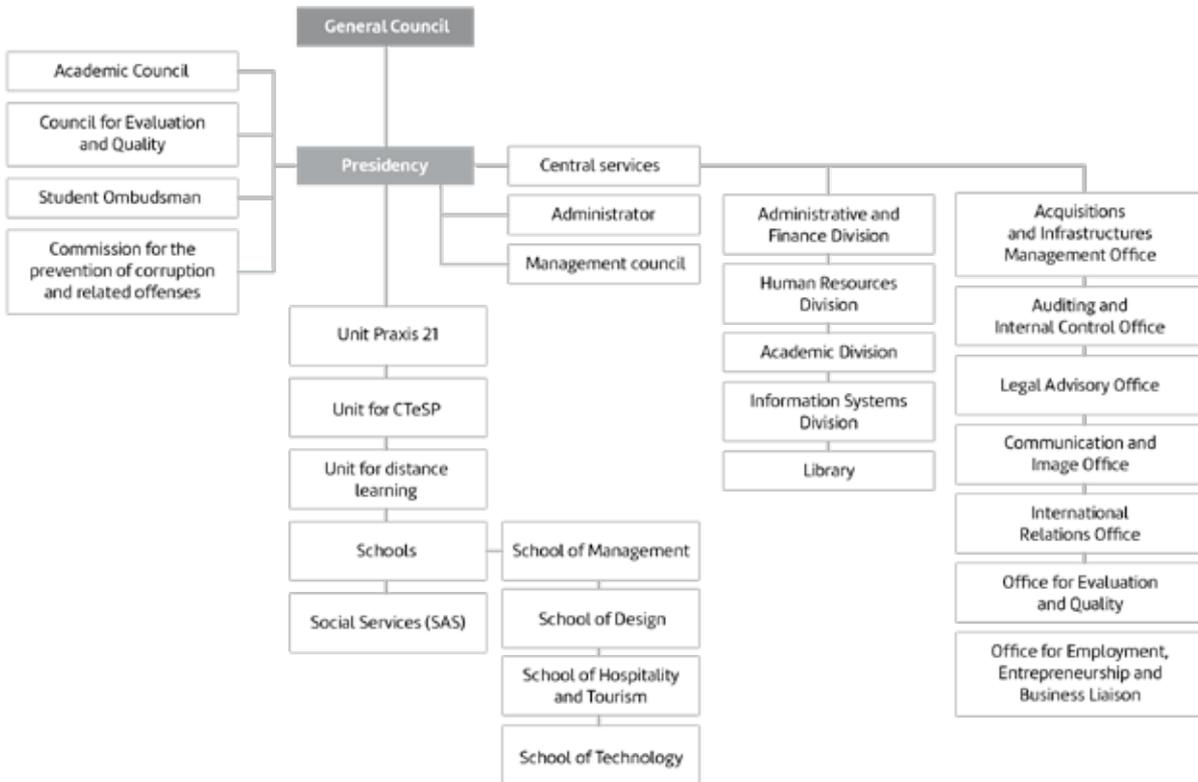
In 2018, through Decree-Law no. 63/2018 of August 6, it was established as a public foundation under a private law regime, with the foundation's statutes being annexed and forming an integral part of it.



### 3. Institutional Organization

In order to achieve its mission and the specific social, economic and cultural context in which it operates, IPCA has an organic structure which includes bodies, units and services that concentrate human and material resources in full interaction between the various structures in order to an efficient use of means and resources.

Figure 1 – General Chart of IPCA



# IPCA

in numbers



**4692**  
students



**5679**  
graduates



**3**  
poles



**4**  
schools



**1**  
library



**14**  
bachelor  
degrees



**17**  
master degrees and  
postgraduations



**20**  
Short Cycle  
Technical Courses  
(CTeSP)



**120**  
international  
partnerships



**3**  
R&D units



**381**  
teachers, leaders  
and technicians



# SECTION II

Training and Education



# SECTION II

## Training and Education

### 1. Training Offer

In the academic year 2018/2019 there are 20 Short Cycle Technical Courses (CTeSP) in a post-work regime (CteSP), 14 degrees, 14 master's degrees, 3 postgraduate courses and, during the year 2018, 11 short courses were given.

Regarding the training offer, in 2018, we highlight:

- The maintenance of a diverse and appropriate training offer for different audiences and market needs;
- The increase in the offer of undergraduate courses, with the launching of the degree in Engineering in Industrial Management;
- The increase in the offer of professional higher technical courses, with the start-up of the CTeSP in Energy, Telecommunications and Domotics, and Industrial Maintenance;
- The maintenance of ESG's participation in the PhD in Accounting at the University of Aveiro;
- The provision of the post-employment regime in all types of training;
- The accreditation of all undergraduate and postgraduate courses as a result of the external evaluation of the study cycles being carried out by the A3ES;
- The provision of short-term training and specialized training for career upgrading and lifelong learning;
- The maintenance of the offer of courses for the preparation of examinations of access to professional orders.

Table 1 – Short Cycle Technical Courses (CTESP) 2018/2019

SCHOOL	DEGREE TITLE
School of <b>Design</b>	Footwear Design
	Fashion Design
	Design for Digital Media
	Illustration and Graphic Art
School of <b>Management</b>	Management Support
	E-commerce
	Accounting and Taxation
	Export and Logistics
School of <b>Hospitality and Tourism</b>	Organization and Management of Events
	Tourism, Nature and Adventure
School of <b>Technology</b>	Mobile Applications
	Technical Design and Machining
	Web Development and Multimedia
	Electronic, Automation and Control
	Energy, Telecommunications and Domotics
	Industrial Production Management
	Industrial Maintenance
	Networks and Computer Security
	Computer and Electronic Systems
Sistemas Eletrónicos e de Computadores	

Table 2 – Bachelor degrees 2018/2019

SCHOOL	DEGREE TITLE
School of <b>Design</b>	Graphical Design
	Industrial Design
School of <b>Management</b>	Accounting
	Taxation
	Public Administration
	Finance
	Solicitor
	Business Management
School of <b>Hospitality and Tourism</b>	Management of Tourism Activities
School of <b>Technology</b>	Computer Systems Engineering
	Engineering and Development of Digital Games
	Electrical and Computer Engineering
	Medical Informatics
	Engineering and Industrial Management

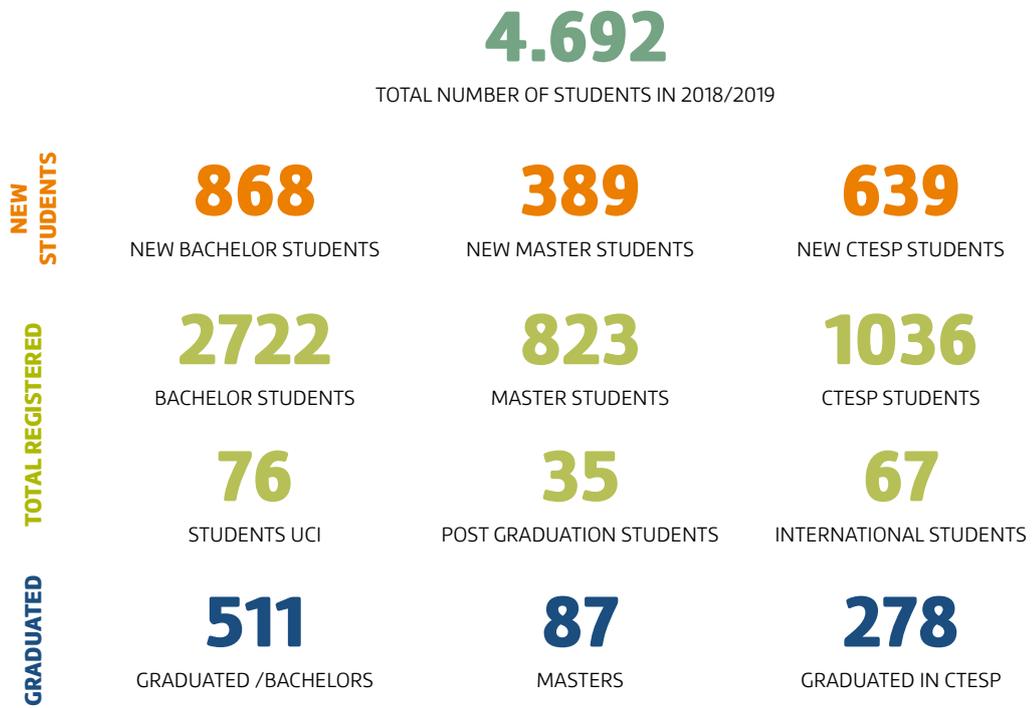
Table 3 – Master degrees 2018/2019

SCHOOL	DEGREE TITLE
School of <b>Design</b>	Digital Design
	Product Design and Development
	Illustration and Animation
School of <b>Management</b>	Accounting and Finance
	Taxation
	Management of Organizations
	Auditing
	Municipal Management
	Solicitor
School of <b>Hospitality and Tourism</b>	Tourism Management
School of <b>Technology</b>	Computer Engineering
	Engineering and Development of Digital Games
	Electrical and Computer Engineering
	Integrated Systems of Quality, Environment and Safety

Table 4 – Post Graduation Courses 2018/2019

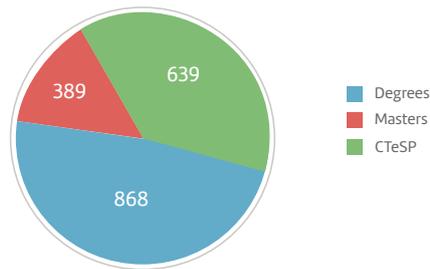
SCHOOL	DEGREE TITLE
School of <b>Management</b>	Accounting Standardization Systems for Public Administrations
	Taxation
	Financial and Business Accounting

## 2. The Students



This section presents information on IPCA students. The numbers mentioned are for December 31, 2018. In the 2018/19 academic year, 1896 students entered IPCA for the first time, distributed in the following way by the several degrees, masters and CTeSP offered.

Figura 2 – students enrolled for the first time in the academic year 2018/2019



The growth trend of the total number of students registered in the last years was reinforced in the 2018/19 academic year, with an increase of the total enrolled students of 6.4% compared to previous year. IPCA has currently has 4.692 students attending different degrees and types of training.

Table 5 – Total number of students 2018/2019

		08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19
ESG	Mest	73	184	261	269	241	272	262	343	316	280	421
	Lic	1473	1610	1990	2074	2169	1795	1959	1745	1725	1416	1423
	PG	19	135	104	21	36	19	17	36	58	86	17
	CET	53	73	94	74	55	70	47	3	--	--	--
	CTeSP	--	--	--	--	--	--	93	346	303	169	209
	UCI	--	39	50	52	32	57	33	25	42	52	37
<b>Total ESG</b>		<b>1618</b>	<b>2041</b>	<b>2499</b>	<b>2490</b>	<b>2533</b>	<b>2213</b>	<b>2411</b>	<b>2498</b>	<b>2444</b>	<b>2003</b>	<b>2107</b>
EST	Mest	21	50	132	196	174	177	176	118	129	122	177
	Lic	724	827	913	938	995	841	914	475	516	539	609
	PG	--	--	14	33	--	--	--	--	--	--	--
	CET	67	67	122	102	34	51	51	1	--	--	--
	CTeSP	--	--	--	--	--	--	88	311	447	439	540
	UCI	--	4	7	14	19	10	8	4	9	18	30
<b>Total EST</b>		<b>812</b>	<b>948</b>	<b>1188</b>	<b>1283</b>	<b>1222</b>	<b>1079</b>	<b>1237</b>	<b>909</b>	<b>1101</b>	<b>1118</b>	<b>1356</b>
ESD	Mest	--	--	--	--	--	--	--	109	117	128	173
	Lic	--	--	--	--	--	--	--	364	359	375	372
	CTeSP	--	--	--	--	--	--	--	25	108	167	201
	UCI	--	--	--	--	--	--	--	5	5	5	3
<b>Total ESD</b>		<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>503</b>	<b>589</b>	<b>675</b>	<b>749</b>	
ESHT	Mest	--	--	--	--	--	--	--	--	--	43	52
	Lic	--	--	--	--	--	--	--	--	--	314	318
	PG	--	--	--	--	--	--	--	--	--	--	18
	CTeSP	--	--	--	--	--	--	--	--	--	72	86
	UCI	--	--	--	--	--	--	--	--	--	10	6
<b>Total ESHT</b>		<b>--</b>	<b>439</b>	<b>480</b>								
<b>Total IPCA</b>		<b>2430</b>	<b>2989</b>	<b>3687</b>	<b>3773</b>	<b>3755</b>	<b>3292</b>	<b>3648</b>	<b>3910</b>	<b>4134</b>	<b>4235</b>	<b>4692</b>

The number of international students has also increased significantly. In 2018/19, IPCA registered 47 international students, distributed through undergraduate and master's degree courses and, for the first time, in CTeSP.

Figure 3 – Number of international students registered for the first time in the academic year 2018/2019







# SECTION III

Research and Technology Transfer



# SECTION III

## Research and Technology Transfer

The promotion of scientific research and the transfer of knowledge and technology are activities intrinsic to any institution of higher education. In pursuance of its objectives, the IPCA has been strengthening the role of research activity in its strategy, ensuring the material conditions for the promotion of scientific research and applied research activities and supporting activities of knowledge transfer and technology. Thus, in 2018:

- It was registered a high activity of scientific and applied research, which is reflected in the number of publications;
- There has been a significant increase in the number of financed projects;
- Professors benefited from internal support through the establishment of a prize for the publication of articles in scientific journals, in the form of support for participation, with presentation of communication, in scientific events;
- There was a high scientific production by the institution's teachers, which attest to the scientific, technical and cultural updating of the teaching staff;
- Several scientific events were organized, involving almost all scientific domains of the IPCA.

### 1. Publications

Scientific production is one of the indicators of the institution's overall performance, playing a vital role in guaranteeing its own scientific, technical and cultural updating.

The number of scientific publications published in the reference year can be found in the table below, organized into five categories:

- Articles published in scientific journals indexed ISI or Scopus
- Articles published in non-indexed scientific journals
- Books
- Book Chapters
- Conferences (full papers published in conference proceedings)

Table 6 – Publications in 2018

	Papers published in indexed journals	Papers published in non-indexed journals	Books	Book chapters	Papers published conference proceedings
ESD	9	9	6	8	32
ESG	10	26	5	21	31
ESHT	9	13	--	3	5
EST	17	1	0	4	17
<b>TOTAL</b>	<b>45</b>	<b>49</b>	<b>11</b>	<b>36</b>	<b>85</b>

## 2. Activity of Research Centers

As a consequence of the qualification of the academic staff and their involvement in R&D activities, the goal of the IPCA strategic plan was to improve R&D results through the creation of applied research centres that carry out research projects.

In 2018, the IPCA had the three research centers:

### **2Ai- Applied Artificial Intelligence Laboratory**

submitted in February 2018 for recognition by the Foundation for Science and Technology (FCT);

### **CICF – Centro de Investigação em Contabilidade e Fiscalidade (Research Centre in Accounting and Taxation)**

recognized by the Foundation for Science and Technology and currently under evaluation by this entity;

### **ID+ Instituto de Investigação em Design, Media e Cultura**

recognized by the Foundation for Science and Technology, in partnership with the University of Porto and the University of Aveiro; IPCA is a management unit of this center;

Additionally, IPCA is partner of:

### **UNIAG – Unidade de Investigação Aplicada em Gestão**

submitted in February 2018 for recognition by FCT;

and collaborates with the centre

### **CITUR – Centro de Investigação em Turismo**

Also submitted in February 2018 for recognition by FCT;

### 2.1. Activities of the Applied Artificial Intelligence Lab (2Ai)

In February 2018 the *Applied Artificial Intelligence Laboratory* – 2Ai was created and submitted to FCT for recognition. The 2Ai includes a team of researchers, 14 of whom are integrated members, representing scientific areas such as computer vision, cognitive systems, automatic learning, language processing, serious games and robotics. It has sought to carry out applied research with fundamental advances in the areas mentioned, but particularly in the application of these transversal themes in the development of technically innovative solutions and services for health, industry, environment and safety.

#### ONGOING R&D PROJECTS

During the year 2018 the members of 2Ai continued the development of the following projects:

- **SilkHouse**
- **RnMonitor: Online Monitoring Infrastructure and Active Mitigation Strategies for Indoor Radon Gas in Public Buildings in the Northern Region of Portugal.**
- **SmartORTHOSIS – Personalized cranial intelligent orthosis for deformational plagiocephaly**
- **sBee – Smart Beekeeping**
- **Maintenance 4.0**
- **TESTOR – The production and simplification of legal proofs (in collaboration with ESG)**

### 2.2 Activities of the Research Centre in Accounting and Taxation (CICF)

Created in 2007 and recognized by the FCT in 2009, the CICF's mission is to contribute to scientific knowledge in the areas of Accounting and Taxation through the production of quality scientific research. In 2018, the CICF developed a set of scientific research and applied research projects, some of which will continue in 2019.

#### ONGOING R&D PROJECTS

##### **a) Projects with Funding**

- The process of public sector accounting change as a result of IPSAS adoption in the Iberian Peninsula
- Tax education and citizenship

##### **b) Projetos sem financiamento aprovado**

- Projects without approved funding Financial and non-financial reporting disclosures and the role of the enforcement
- Promoting sustainability transparency: Framework of the open data portal for Municipal Sustainability in the Iberian Peninsula

- Financial and non-financial reporting disclosures and the role of the enforcement system
- POMPEIA – Observatory of Accountability and Transparency in the Public Sector
- EM-DIRM – Earnings management, determinants and their influence in the re-election of the mayor
- PLoWDeR – Framework for Analyzing the Economic and Social Impact of Tourist Activities on Low Density Territories: The Case of Portuguese Historical Villages
- TheoFrameAccountability – Theoretical framework for promoting accountability in the social economy sector: the IPSS case.

#### APPLIED RESEARCH PROJECTS

The applied research of the CICF stands out, especially, for the projects that are taking place in the local authorities of the region. During 2018, the following projects were developed:

- “Economic and Financial Feasibility Study and Program Contract for the 2018–2020 Triennium of the cooperative company TURIPENHA, Cooperative of Tourism of Public Interest, CRL, of the Municipality of Guimarães”.
- Evaluation of business plans and economic and financial situation, respectively of projects and promoters of applications submitted to the NORTE-M7-2017-14 Notice – Incentive System for Entrepreneurship and Employment – S2E.
- “Economic and financial feasibility study: Increase in the participation of the Esposende Municipal Chamber in the social capital of the Zendensino Cooperative”
- “Economic-financial feasibility study: Transfer of management of solid waste to the Municipal Company Esposende Ambiente”.

### 2.3. Activities of the Research Institute for Design, Media and Culture (ID+)

Within the scope of its duties, the School of Design (ESD) should promote the means for its teachers / researchers to carry out applied research activities. This way, ESD joined the ID +, the Institute of Research in Design, Media and Culture, a research center that currently operates in a consortium of three institutions of higher education: Polytechnic Institute of Cávado and Ave, University of Porto and University of Aveiro, whose vocation is the multidisciplinary research in the areas of Design, Media and Culture.

In the scope of ID +, ESD and its researchers developed and are developing the following projects:

- **DEI: Business Design and Innovation.**
- **Design.Obs – “Design Observatory in Portugal: Models, Instruments, Representation and Strategies”**
- **Anti-Amnesia – Design research as an agent for narrative and material regeneration and reinvention of vanishing Portuguese manufacturing cultures and techniques**
- **Wisdom Transfer – Towards the scientific inscription of individual legacies in contexts of retirement from art and design higher education and research**
- **PrintArtech 3D printing of fiber reinforced cementitious matrix materials**
- **Project “FIREND – Artillery projectile for fire fighting”.**
- **ICT4SILVER**
- **Projects “S.A.M. – Smart Active Mould”**
- **Project “ACTIVEREST – Protection of active and intelligent textile mattress for the prevention of pressure ulcers”.**
- **Project “ECOBOND – Development of new adhesives with isocyanate microcapsules with application in footwear”.**

### 2.4 Research activities of the School of Hospitality and Tourism (ESHT)

ESHT academic staff developed their R&D activities in 2018 in conjunction with the school’s educational and scientific project. In 2018 the following project is underway:

- **Project “Human Capital (HC) Tourism Sector”**

### 3. Scientific journal

*Tékhné - Review of Applied Management Studies* is an international scientific journal, property of the IPCA. The journal publishes original research articles in the fields of management, including accounting, auditing, taxation, entrepreneurship, finance, human resources management, management control, management information systems, organizational behavior, strategy and marketing, among others. In 2018, *Tékhné* signed an agreement with Sciendo. In 2018, 8 articles were accepted for publication, which are distributed by the 2 issues of the journal.

### 4. Transfere of Knowledge and Tecnology

In 2018 the IPCA stimulated scientific events in most of the scientific areas in which it intervenes. IPCA organized / participated in the organization of the following events..

- **CENTERIS'2018 – International Conference on ENTERprise Information Systems**
- **CONFIA 6th International Conference on Illustration and Animation**
- **DIGICOM 2<sup>nd</sup> Digital Design and communication international Conference**
- **Fórum DEI**
- **ISDFS 2018 – 6th International Symposium on Digital Forensic and Security**
- **ViNOrg 2018 – International Conference on Virtual and Netrowked Organizations: Emergent Technologies and Tools**
- **SeGAH 2018 – IEEE International Conference on Serious Games and Applications for Health**
- **SAR 2018 – Symposium on Applied Research**





# SECTION IV

Interaction with the Society



# SECTION IV

## Interaction with the Society

### 1. Entrepreneurship, Employability and Insertion in Active Life

In 2010 IPCA created the G3E - Office for Employment, Entrepreneurship and Liaison with Companies, with the mission of promoting entrepreneurship and the employability of its students and graduates, supporting both entrepreneurship and employment projects and active job search by supporting the integration of finalist students and recent graduates of the IPCA into the labor market.

#### 1.1 Employment Promotion

In order to increase the employability of its students and to contribute to the fast and adequate professional integration of its graduates, in 2018 the G3E / PRAXIS 21, reinforced the intervention based on the permanent monitoring and personalized service, both for students and graduates, as well as companies. Several activities were undertaken, such as GrowUp.



#### GrowUp | IPCA Employment Fair

GrowUp | IPCA Employment Fair took place from 6 to 8 November, at the IPCA Campus, in Barcelos. In order to increase the employability potential of students and graduates and to strengthen the cooperation relationship between the business / industrial universe and the IPCA, GrowUp | IPCA Employment Fair was intended to create a complementary interaction space, exposing its student community to the reality of the labor market and promoting, simultaneously, with the companies, a deeper vision of the skills acquired by the students in the different cycles of studies and courses.



## 1.2 Promotion of Entrepreneurship

Aimed at developing an entrepreneurial and knowledge-enhancing ecosystem and aware of its responsibility in raising awareness of its academic community for entrepreneurship, IPCA actively supports, promotes and recognizes actions, projects, practices, competitions and initiatives of a curricular or extracurricular, institutional and / or individual, that foster the generation of ideas and the promotion of an entrepreneurial culture and creation of self-employment.

### Poliempreende

IPCA continues to actively participate in the Poliempreende / PIN Project network, enhancing the opportunity and advantages associated with this structured framework for the development of joint actions and institutional capacity building at Entrepreneurship level.

The 15th edition took place in 2018, under the coordination of the Polytechnic Institute of Portalegre. In the scope of the Regional Competition, 21 business ideas were submitted, involving students, alumni and teachers of the IPCA, which represented an increase of about 90% in relation to this phase of the previous edition. Ten teams passed the second local phase.

### European Innovation Academy



For the first time IPCA takes students and graduates to the European Innovation Academy (EIA 2018), which took place in Cascais from July 15 to August 3. It is the largest digital innovation program in Europe, with 600 participants from more than 75 nationalities. At the EIA, the six degree and master's representatives from the four schools of IPCA had the opportunity to integrate an immersive entrepreneurship program, very practical, in the "learning by doing" logic.

## 2. Mobility and Internationalization

IPCA is committed to an international culture and to the objectives of the Modernization Agenda for Higher Education. Within the scope of the internationalization strategy and the strengthening of the international dimension of the IPCA, the establishment of strategic partnerships, joint curricular development and exchange are of particular importance, allowing the increase and maintenance of the quality of its teaching projects and of the institution itself.

The Office of International Relations, integrated in the Praxis 21 Unit (GRI / Praxis21), assures the monitoring and operational support of initiatives for the internationalization of teaching, namely in the scope of cooperation and academic mobility.

### 2.1 Mobility of Students, Teaching Staff and Non-Teaching Staff

The largest flow of academic mobility activity occurred under the Erasmus+ Program. The evolution of the IPCA student flows in international study mobility in the period between 2011 and 2018.

In 2018, 34 students have been in international mobility mostly under Erasmus+ framework, while 21 students have done mobility for internship. During the same year, IPCA received 83 international students in Erasmus+ mobility. Concerning staff mobility, 50 teaching and non-teaching staff participated in short duration mobility programs.

In 2017 and 2018, the IPCA saw two applications under the Erasmus + International Credit Mobility Program with Jordan. The projects, coordinated by IPCA and involving German Jordanian University (GJU), Princess Sumaya University for Technology (PSUT) and a new partnership with Al-Hussein bin Talal University (AHU), preview 19 staff mobility flows for teaching and training between the IPCA and Jordanian partner institutions.

### 2.2 Cooperation with Portuguese-speaking Countries

In the pursuit of its mission and taking into account the values that guide the exercise of its responsibilities, IPCA considers as priority axes of its action, the cooperation and exchange not only with the European higher education area, but also with the African Countries of Portuguese Official Language (PALOP), Brazil and Macao, thus fostering interculturality and citizenship, and creating new opportunities for personal, academic and professional development.

In the 2017/2018 academic year, 87 students from Brazil, Timor-Leste and Portuguese-speaking African Countries (PALOP) were regularly enrolled in the IPCA. In 2018/2019, 88 students study in the IPCA, representing 91% of foreign students formally enrolled in IPCA for a full degree.

Under the Dual Degree Agreement for the Master in Accounting and Finance, IPCA received another student from the Federal Technological University of Paraná (UTFPR) in the academic year 2018/2019.

### 2.3 Integration of Foreign Students

#### Orientation Program

As part of the process of welcoming and integrating foreign students, the GRI / Praxis 21 organized a Guidance Program during the first week of classes, at the beginning of each semester, which includes a set of activities oriented to the knowledge of the Institution and to provide all relevant information.

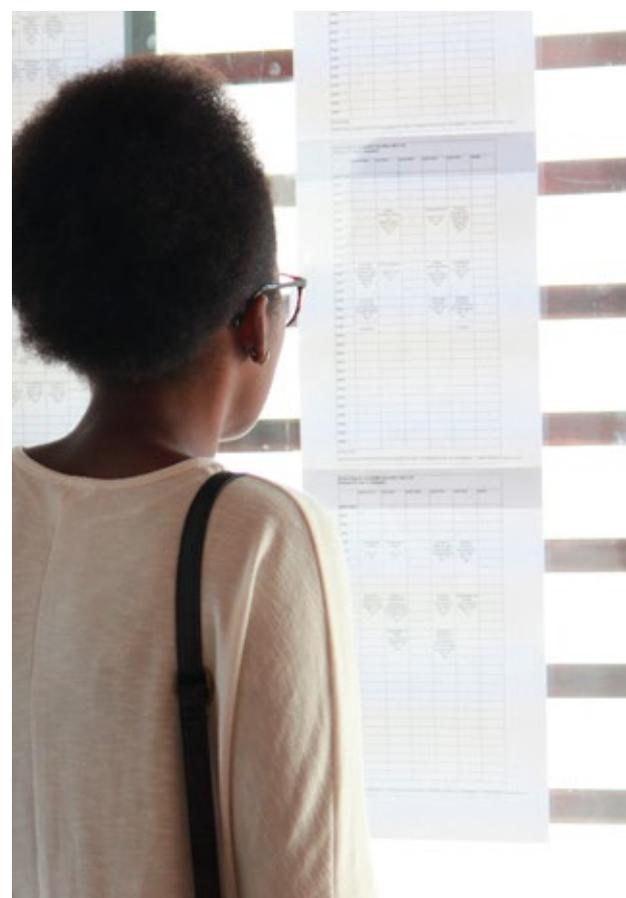
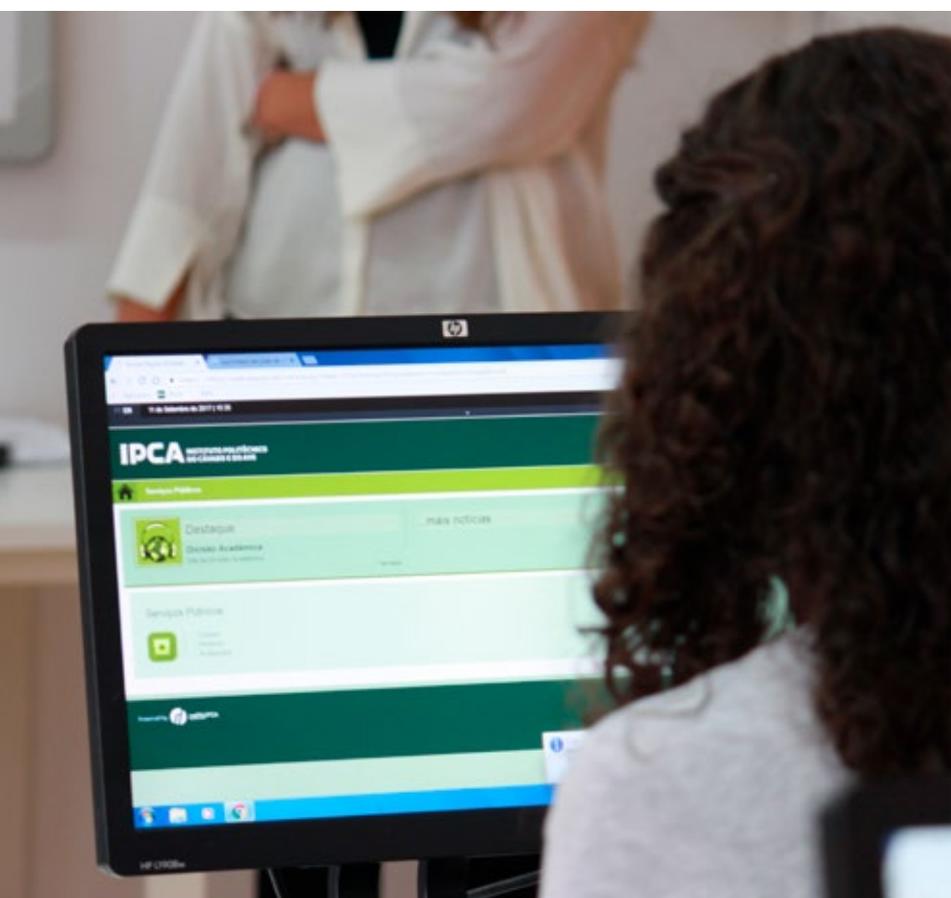
#### IPCA Buddy

Parallel to and complementary to the strong commitment to promote the academic and / or professional mobility of its students and recent graduates abroad, it is important to ensure that the entire IPCA student community has the opportunity to experience an international experience, albeit only indirectly. As part of its internationalization strategy "at home", IPCA continues to motivate its students to volunteer to support a foreign student in his academic and social integration through the IPCA Buddy project, with a structured communication campaign with the slogan "More than a Hello, Internationalize yourself here!". The project started in the first semester of the 2017/2018 school year, with 30 buddy candidates. In 2018, 68 IPCA students integrated this initiative.



# SECTION V

Evaluation and Quality



# SECTION V

## Evaluation and Quality

### 1. Internal System of Quality Assurance of the IPCA – SIGQa–IPCA

The process of development and implementation of SIGQa–IPCA continued during the year of 2018, in a perspective of continuous improvement. It is worth mentioning the elaboration of the report on the subject, the follow-up on the Moodle platform regarding attendance management and the revision of the quality manual.

Regarding the evaluation of the teaching / learning processes, the pedagogical evaluation questionnaires (QAPa) were used to evaluate both the 'functioning of the curricular unit' and the 'pedagogical activity of the teacher'. The results of the pedagogical evaluation, after elaborating the respective reports by course, are analyzed by the School Direction and Degrees Directors, together with the Office for Evaluation and Quality. The results analysis aims to identify good teaching / learning practices as well as less favorable performances that require the definition of improvement plans and actions.

In 2018, a total of 11,318 questionnaires were analyzed, representing a satisfactory increase of around 11% over the previous year. In the distribution per semester, there is a general trend towards a reduction in student participation in the process of pedagogical evaluation in the second semester, in all types of training.

In 2018, there was also a continuation of the application of the teacher self-assessment questionnaire (QAD), which encompasses a set of questions related to the overall functioning of the curricular units and another set of questions in which a self-assessment of the developed activity is requested.

As in previous years, response rates to this questionnaire were high, thus demonstrating the importance given by teachers to the fulfillment of their pedagogical tasks, contributing to the quality assurance of teaching / learning processes.

## 2. Assessment and Accreditation

### 2.1 Applications for prior accreditation of new cycles of study

In October 2018 two requests for prior accreditation of new cycles of study presented by the School of Hospitality and Tourism were submitted to the Agency for Assessment and Accreditation of Higher Education (A3ES):

- Degree in Hotel Management
- Master in Marketing

### 2.2 Evaluation and accreditation of study cycles in operation

In the academic year 2017/2018 the second cycle of assessment / accreditation was started by the A3ES, which will run until 2021-2022, with the objective of evaluating and renewing the accreditation of the cycles of study in operation.

The regular cycles of evaluations / accreditations are made by area of education and training, in order to include in a single visit to each HEI all the cycles of studies of a certain area. In this sense, in 2018, the self-assessment reports of the degrees described in the table below were submitted:

Table 7 – Self-assessment reports submitted in 2018

School	Degree Title	Degree
School of Management	Accounting	Bachelor
	Taxation	Bachelor
	Public Administration	Bachelor
	Accounting and Finance	Master
	Taxation	Master
	Management of Organizations	Master
	Auditing	Master
	Municipal Management	Master
	Finance	Bachelor
	Solicitor	Bachelor
School of Hospitality and Tourism	Solicitor	Master
	Management of Tourism Activities	Bachelor
School of Technology	Computer Systems Engineering	Bachelor
	Engineering on Digital Games Development	Bachelor
	Electrical and Computer Engineering	Bachelor
	Computer Engineering	Master
	Engineering on Digital Games Development	Master
	Electrical and Computer Engineering	Master

In relation to these processes of renewal of accreditation, the first visits of External Evaluation Commissions (CAE) were also received in 2018, to evaluate the degree courses in Management of Tourism Activities and Public Management and the master's degree in Municipal Administration.

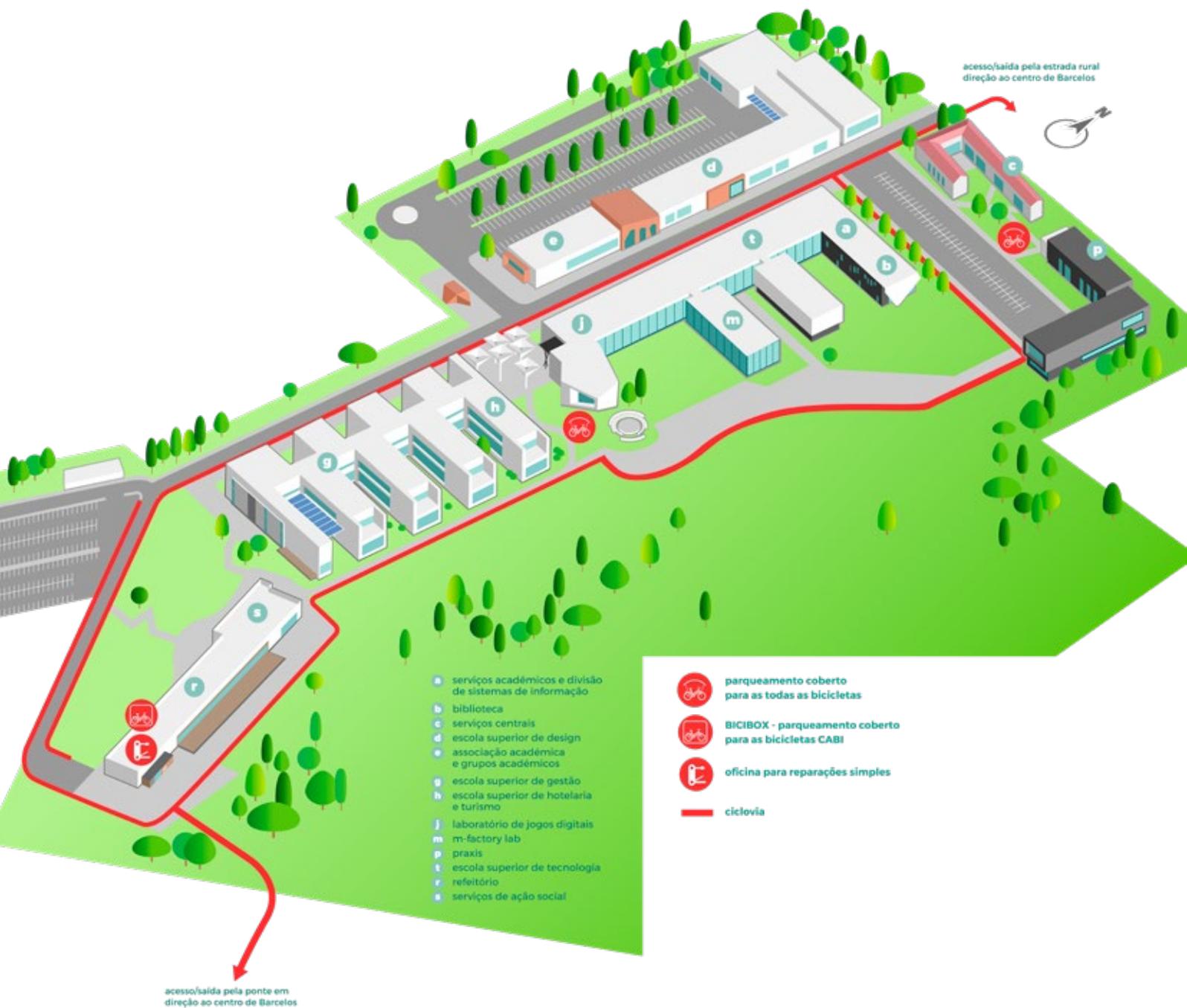
In relation to accredited courses with conditions, namely the Master's Degree in Digital Design (conditionally accredited in 2016 for 2 years), the School of Design and the respective internal evaluation committee of the course, prepared in January 2018 a follow-up report, in order to improve the aspects recommended by the CAE. In response, the Board of Directors of A3ES, at a meeting held on March 20, 2018, decided that the conditions of conditional accreditation were essentially met, and decided to accredit this cycle of studies for 6 years, counted from the date of the conditional accreditation.





# SECTION VI

Areas of Transversal Intervention



## SECTION VI

# Areas of Transversal Intervention

### 1. Social Responsibility

IPCA assumes the intention of social responsibility, managing and seeking to reduce negative impacts and maximizing the positive impacts in the community where it is inserted, and integrating in its Strategic Plan objectives, actions and goals to be achieved, in the following dimensions:

#### 1.1 Responsible Campus

Green campus, healthy and safe – three guiding vectors for the development of the strategic axis “Responsible Campus” of the Strategic Plan of IPCA for the period 2017–2021. At this level, the IPCA is committed to the creation of environmentally sustainable physical spaces, adapted to the development of pedagogical and labor activities, with respect for the health, well-being and safety of the academic community and the surrounding community.

In this cross-cutting area, the following actions are some examples of the activity during 2018:

- Implementation of an integrated system of self-production of electric energy, energy efficient coating of buildings and replacement of traditional lighting for greener solutions;
- Selective gathering of garbage, through the placement of crates for the correct separation and recycling of waste in all IPCA buildings and outdoor spaces;
- Reduction in the use of plastic, namely through the placement of water dispensers in all buildings of the IPCA;
- Installation of charging stations for electric vehicles in the Campus;
- Creation of parking places for bicycles;
- Promotion of on pedestrian and cycling through the creation of pedestrian paths and cycle paths;
- Promotion of activities to promote health: walks, screenings, nutrition workshops
- Provision of human surveillance services during the night and at weekends
- Installation of video surveillance cameras in various buildings

In 2018, the following projects were financed in the area of sustainability:

- Loading Stations for Electric Vehicles;
- IPCA Campus Energy Efficiency Project: provides for the implementation of an integrated energy management and rationalization project,
- U-Bike Portugal Project: provides for the acquisition of 130 bicycles made available to the academic community for the trips to and from the IPCA Campus.

#### 1.2 Solidarity IPCA

The mobilization of students for social projects and voluntary actions in response to concrete needs of the community was a bet in 2018, allowing to enrich their life experiences, strengthen the learning process, develop citizenship skills and even improve their employability, through the following actions:

- IPCA / SANTANDER Value Prize: aims to distinguish students who differ positively in this field.
- Promotion of voluntary initiatives: in 2018 seven initiatives were promoted in the field of volunteering, to which IPCA gave its full support.

## 2. Infrastructure

IPCA is endowed with its own infrastructures, adequate for the development of academic activity, research and connection to the community, as well as transversal services and technical support to the Institution's activities.

- IPCA Campus has a total area of 82.515 m<sup>2</sup> where eight buildings are located. In 2018, the Campus of the IPCA celebrated 10 years of operation, with the inauguration of the José Mariano Gago Library Building and the inauguration of the School of Technology Building. The construction of the Mechatronics Factory Lab Building has also started in 2018.
- Pole de Braga: constituted by a building in Braga where essentially Professional Technical Courses are taught. In April 2018, the building was acquired by IPCA, becoming part of the Institution's patrimony.
- Pole of Guimarães: labouring in facilities provided by the Municipality of Guimarães, located in Avepark, The facilities occupy three buildings that were object of adaptation for the teaching of the Professional Technical Courses.
- Dr. Sidónio Pais Building: infrastructure in the city center of Barcelos, which in 2018 served as a residence for international students. O IPCA abriu no ano letivo 2015/2015 um novo polo em Guimarães, em instalações cedidas pela Câmara de Guimarães, sitas no Avepark, nas Caldas das Taipas, cumprindo assim o desígnio de estender a sua ação ao Vale do Ave, vinte anos após a sua criação.

## 3. Library and Documentation Services

IPCA is equipped with a Documentation Services that is a service of scientific, technical and cultural information resources, that includes all the functional units of librarianship and bibliographical information. The year of 2018 was marked by the inauguration of the new building, José Mariana Gago Library, which consists of two reading floors, 3 study booths for groups of 4 users, a study room for groups of 24 users, 1 auditorium with capacity for 24 seats and 2 leisure areas.

## 4. Information Systems

The Division of Information Systems ensures the maintenance and improvement of IPCA communications infrastructures and information systems. During the year 2018, the Division was responsible for the inventory and allocation of around € 500,000 of new computer hardware. Additionally, had to respond to about 4700 requests for online support, telephone support and face-to-face.

## 5. Communication and Image

The training offered by IPCA is publicized through the Office of Communication and Image, which every year visits secondary schools, companies and municipalities. In 2018 a series of initiatives and participation in regional and national events were also promoted, with a view to disseminating the Institution, its training offer and activities related to the scientific and pedagogical areas developed.

## 6. Social Action

The functions of school social action are assured through its Social Action Services, whose mission is to guarantee conditions of equity in access to higher education, as well as the provision of quality services that contribute to the school success of the students.

### 6.1 Social Support

- Scholarships: In the academic year 2018/2019, 1558 IPCA students receive a scholarship, which corresponds to a percentage of 34% of undergraduate students, master's degree students and Professional Courses, and totals an annual fee of 2.218.917,33€;
- Emergency Fund: is intended to provide support to students with serious economic difficulties. In the academic year 2017/2018 were supported 33 students and spent the total value of 11.893,54 €.
- Collaborating students: works through the participation of students in IPCA activities. In 2018, several collaborations were carried out in areas such as attendance, computer assistance, support to enrollment and support in the participation of events, involving a total of 79 students of IPCA, having been spent the total of 17.636,05€ .

## 6.2 Psychological Support

The psychological and psycho-pedagogical support to IPCA students is provided through the Office of Psychology, which works to promote the well-being and quality of life of the academic population of the IPCA, but also to prevent risk behaviour and optimize personal and social development of students throughout their experience in higher education. The activity of this office includes free consultations and the organization of workshops.

## 6.3 Support for Students with Special Educational Needs

IPCA is involved in the implementation of an inclusion policy, ensuring that students with special educational needs are able to successfully attend a course in higher education and enjoy full academic, social and cultural life. In 2018, 32 students with special educational needs were signalled, with the most diverse pathologies, which were monitored by the Office of Psychology, having had the necessary articulation with academic staff and services.

## 6.4 Support for Associativism and Academic Groups

Support for associations and academic groups of the IPCA is achieved through collaboration protocols aimed at ensuring the conditions for the promotion and development of social, cultural, and sporting activities among the academic community. In 2018 protocols were created with the Academic Association of the IPCA (AAIPCA), the Academic Tuna of the IPCA (TAIPCA), the Female Tuna of the IPCA (TFIPCA) and the Mixed Tuna of the IPCA (TMIPCA), for a total of € 48,800.00.

## 6.5 Promotion of Sporting and Social Activities

Throughout 2018, sports, social and integration activities for the academic community of the IPCA were promoted, with special emphasis on the IPCAcativo to the walks (activities that aimed at the promotion of health and well-being) and the welcome IPCA (activities which promoted the integration and reception of students from the first year).





# SECTION VII

Information Centre Europe Direct



# SECTION VII

## Information Centre Europe Direct

The Minho Europe Direct Information Center (CIED Minho) results from an application submitted at the end of 2017 to the European Commission Representation in Portugal for a period from 2018-2020, succeeded to the CIED Barcelos (period 2013-2017).

The information work of the CIED Barcelos (period 2013-2017) was developed in the NUTS III of Cávado and Ave and the information work of CIED Minho (2018-2020) will be developed throughout the area of Minho – districts of Braga and Viana do Castelo.

As part of the Europe Direct Network, CIED Minho is an information service of the European Commission which, through some 500 Centers in the EU – 15 in Portugal – and the Contact Center in Brussels, acts as an intermediary between European citizens and institutions.

Based in the campus of IPCA, with informative skills in a broader territorial area, CIED Minho was an outpost of all European institutions, cooperating with other active information partners at national, regional and local level. Its main task is to strengthen the communication capacity of the European institutions by increasing synergies and coordination with other EU information and assistance networks, covering specific policy areas.



Physical space of CIED Minho



# SECTION VIII

Human Resources



# SECTION VIII

## Human Resources

The human resources structure of the IPCA has undergone, over the years, variations due to the growth of the institution and changes in the training offer, reflecting a dynamic and flexible institution capable of adapting its human resources to the needs.

As of December 31, 2018, the Human Resources structure of the IPCA had a total of 236.5 workers in Full Time Equivalent (FTE), distributed by 188.5 FTE teaching staff and 48 managers, and technical and management personnel, representing 80% and 20%, respectively.

The following table shows the evolution of the number of personnel per group of personnel in the last three years, evidencing an increase in the number of FTE in 2018.

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