

# MANUAL DA QUALIDADE

Instituto Politécnico do Cávado e do Ave  
2021

Instituto Politécnico do Cávado e do Ave

Quality Manual

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Office for Assessment and Quality

Council for Assessment and Quality

President of the Polytechnic Institute of Cávado and Ave

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**IPCA**

INSTITUTO  
POLITÉCNICO  
DO CÁVADO  
E DO AVE

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## ACRONYMS AND ABBREVIATIONS

- A3ES** Higher Education Assessment and Accreditation Agency
- CAQ** Council for Assessment and Quality
- CoLAB** Collaborative Laboratories
- CTeSP** Higher Technical Professional
- DAF** Course Administrative and Financial
- DGES** Division Directorate General for
- DRH** Higher Education Human Resources
- DSI** Division Computer Systems Division
- ENQA** European Association for Quality and
- TSI** Assurance Full-time equivalent
- G3E** Employment, Entrepreneurship and Business Liaison Office
- GAPSA** Office for the Promotion of Academic Success
- GAQ** Office for Evaluation and Quality
- GCI** Office for Communication and Image
- GRI** Office for International Relations
- IES** Higher Education Institution
- IPCA** Polytechnic Institute of Cávado and
- LA** Ave Associated Laboratories
- MQ** Quality Manual
- RJIES** Legal Framework for Higher Education Institutions
- SA** Academic Services
- SAS** Social Action Services
- SIGQa-IPCA** IPCA's Internal Quality Assurance System
- UTFGEI** Strategic Infrastructure Management Transversal Unit

# 1. THE IPCA QUALITY MANUAL

## 1.1 QUALITY MANUAL

Ensuring quality and continuous improvement in higher education has become a key element in the development of any higher education system. In the European Higher Education Area, quality assurance became a basic principle for the implementation of the Bologna Process, and today it remains fundamental for the realization of Europe's vision for Education and Culture, namely the creation of creative spaces capable of cooperating across languages, borders and disciplines to face social challenges and combat skills shortages in Europe.

The national context follows the European approach and legal framework, and the Legal Framework for the Evaluation of Higher Education was approved by Law 38/2007 of August 16. Among other elements, Article 5 of this law establishes the objectives of quality assessment:

- a. To improve the quality of higher education institutions;
- b. To provide society with well-founded information on the performance of higher education institutions;
- c. Develop an internal institutional culture of quality assurance.

Also noteworthy is Article 17 of the same law, which states that Higher Education Institutions (HEIs) must:

- a. Adopt, in accordance with its mission, a policy for guaranteeing the quality of its study cycles, as well as the appropriate procedures for its pursuit;
- b. To commit, through concrete measures, to developing a culture of quality and quality assurance in its activity;
- c. Developing and implementing a strategy for continuous quality improvement.

Within this framework, the Polytechnic Institute of Cávado and Ave (IPCA) developed its Quality Manual (MQ) in 2012, through which it approved IPCA's Quality Policy. Since then, IPCA has been institutionalizing its quality policy, involving the entire academic community and the society with which it interacts, with a view to guaranteeing the quality and continuous improvement of its processes. The basic principle is that the quality policy is implemented and developed with and for people, in line with the institution's strategic orientation.

This document presents the second edition of IPCA's QM, which is the reference document for communicating with the various *stakeholders* about IPCA's quality policy and for defining, implementing and maintaining mechanisms and measures for continuous improvement. With reference to the European standards - *Standards and guidelines for quality assurance in the European Higher Education Area* (ESG) 2015 - and national standards established by the Higher Education Assessment and Accreditation Agency (A3ES) to ensure quality assurance in Higher Education Institutions (HEIs), the main objective of the QM is to guarantee the implementation of good quality management practices with a view to the continuous improvement of the processes managed by the Institution.

In this context, the main objectives of the QM are: (1) to describe the process of drafting, reviewing and approving the QM, (2) to present IPCA's Quality Policy, (3) to present the institutional context and its organizational structure and (4) to describe IPCA's Internal Quality Assurance System (SIGQa- IPCA), defining its organization and operation, as well as the levels of responsibility in the specific field of quality assurance.

The IPCA QM presented in this document includes the following information:

- i. Description, drafting, review, approval and dissemination of the MQ;
- ii. Presentation of IPCA's quality policy;
- iii. IPCA's mission, vision and values and its organizational structure, as defined in the current statutes;
- iv. The institutional strategy for quality;
- v. The interconnection of the strategic plan with the SIGQa-IPCA and the benchmarks for quality assurance;
- vi. The organization of the SIGQa-IPCA, its objectives and scope, underlying benchmarks, as well as the internal strategic and operational coordination structures and respective levels of responsibility and commitment to quality assurance and the improvement of organizational performance;
- vii. The forms of participation of the various stakeholders (internal and external);
- viii. The production and dissemination of relevant information;
- ix. The monitoring, evaluation and continuous improvement of SIGQa-IPCA.

The preparation of the QM is the responsibility of the Office for Assessment and Quality (GAQ) in conjunction with the assessment and quality coordinators of the IPCA Schools, under the overall guidance and coordination of the Vice-President for Quality and Assessment. The Council for Assessment and Quality (CAQ) analyzes and verifies the document in order to issue an opinion, on the basis of which the President of IPCA approves the MQ and its respective revisions.

The parties involved in drawing up, checking and approving the QM are shown in the table below:

Table 1.1: Drawing up, checking and approving the Quality Manual

PHASES	RESPONSIBLE
<b>Elaboration</b>	Vice-President for Assessment and Quality Office for Assessment and Quality (GAQ) Coordinators for Assessment and Quality
<b>Verification</b>	Council for Assessment and Quality (CAQ)
<b>Approval</b>	President of IPCA

Note: The original document (controlled copy) is filed under the responsibility of the GAQ.

## 12 AMENDMENT AND REVISION OF THE QUALITY MANUAL

The QM, as a reference tool for implementing the institutional quality policy, must be updated and reviewed regularly by the QAO, either as a result of changes that make it obsolete or because of the need to make adjustments to the processes/sub-processes associated with the development and implementation of the SIGQa-IPCA.

The QM can be revised as a whole or only in specific chapters. Each revision of the MQ implies the issue of a new version, sequentially numbered, identified in the document header with the edition number and respective revisions, as well as the year of its approval, as exemplified below:

**MQ\_XX.YY/year**, where:  
X indicates edition number  
Y indicates revision number  
Year - the year of approval

On the other hand, a new edition of the document must be issued whenever a significant and global change is made to the QM or when the ten revisions of a given edition are reached.

Changes to the MQ should be recorded in a version control table, as shown below:

Table 1.2: Record of issues/revisions to the MQ

REGISTER OF EDITIONS/REVISIONS TO THE MQ				
Nºedition/revision	Edition/Revision	Date	Dispatch PR	Summary revision
1/0	MQ_01.00/2012	21.12.2012	Nr. 187/2012	First edition
2/0	MQ_02.00/2021	05.03.2021	Nr. 15/2021	Second edition

The first edition of the MQ was approved by the President of IPCA, after a favorable opinion from the CAQ, in December 2012, through Order (PR) No. 187/2012, assuming the commitment to develop and implement the SIGQA-IPCA, ensuring its effectiveness and continuous improvement. This first edition was given the number MQ\_01\_00/2012.

The purpose of the document now presented is to update, among other things, IPCA's organizational structure after its transition to a foundational regime in 2018, the organizational strategy and to adapt the processes and procedures for quality assurance to European (ESG 2015) and national (A3ES) standards. As this is a significant and global change to the document, this MQ is classified as a 2nd edition, with the following reference: MQ\_02.00/2021.

## 13 PUBLICATION AND DISSEMINATION OF THE QUALITY MANUAL

The MQ is available on the IPCA website<sup>1</sup> with free access for all interested parties.

After approving each new change/revision to the MQ, the GAQ is responsible for publishing the document on the IPCA website and disseminating the new version throughout the academic community, so that all interested parties can consult it, keeping all previous versions in an electronic archive.

The GAQ holds a controlled copy of the MQ, the remaining printed and delivered copies being considered uncontrolled copies.

<sup>1</sup> Available at <https://ipca.pt/ipca/servicos-ipca/gabinete-de-qualidade/documentos/>



## 2. THE POLYTECHNIC INSTITUTE OF CÁVADO AND AVE

### 2.1 FRAMEWORK GENERAL

The IPCA was founded in 1994 by Decree-Law no. 304/94, of December 19, with its headquarters in Barcelos. It began operating in the 1996/1997 academic year with two bachelor's degree courses at the School of Management: the Accounting and Public Finance course and the Business Accounting course. Over the 25 years of its teaching and scientific activity, it has increased and diversified its training offer, currently offering more than thirty bachelor's and master's degree courses in the areas of business sciences, technology, design and tourism, contributing to increasing the qualifications of the Portuguese population, especially in the Cávado and Ave regions, where it is located. Since 2014 it has also been teaching Professional Higher Technical Courses (CTeSP), level 5 training courses in different areas of knowledge, thus ensuring more diversity in the training offer, and reinforcing scientific activity and applied research, in direct connection with the business and industrial environment.

In 2018, through Decree-Law No. 63/2018, of August 6, IPCA became a Public Higher Education Institution of a foundational nature, under the terms of Law No. 62/2007, of September 10, which implied changes in the organic and institutional structure and in the governance model. IPCA is endowed with statutory, pedagogical, scientific, cultural, administrative, financial, patrimonial and disciplinary autonomy. IPCA's Statutes are the fundamental rule of the institution's internal organization and operation, having been revised by virtue of the transition to a public foundation and published by Normative Order no. 1-A/2019, of June 14. The Statutes of the Schools were also revised and published in the *Diário da República* in July 2020. IPCA currently has five schools: the School of Management, the School of Technology, the School of Design, the School of Hospitality and Tourism at the Barcelos Campus and the Professional Technical School divided between the Barcelos Campus and the Braga, Famalicão and Guimarães centers. IPCA's educational offer includes bachelor's degrees, master's degrees, higher vocational technical courses and postgraduate courses, among other non-degree courses. In the strategy of aligning its educational project with R&D+i activities, IPCA also has R&D units recognized by the Foundation for Science and Technology (FCT), presented in greater detail in section 2.4.3.

Since November 2020, IPCA has been part of the *Regional University Network - European University* (RUN-EU) - which is one of the 24 European Universities approved by the European Commission. In addition to IPCA, 7 other European Higher Education Institutions are part of RUN-EU, which is led by the Polytechnic Institute of Leiria. RUN-EU aims to implement training programs that promote future and advanced skills for social transformation in the regions of the European Union. The Higher Education Institutions will jointly develop a diverse range of teaching and learning actions, providing students with different international programs (short term and *e-learning*), while also implementing international cooperation projects in the field of research and development. In the future, students will also have the opportunity to obtain double/multiple European degrees as part of joint training programs.

## 22 MISSION, VISION AND VALUES

### Mission

IPCA is a public higher education institution whose mission, as stated in Article 3 of its statutes, is to contribute to the sustainable development of society, to stimulate cultural creation, applied research and investigation, and to foster reflective and humanistic thinking. As part of the European higher education area, it provides areas of knowledge for the exercise of attractive professional activities at national and international level, promoting mobility, employability and reciprocal relations with the Community.

### Vision

The vision highlights the institution's commitment to achieving its institutional mission and quality strategy, defining itself as a polytechnic higher education institution of excellence, recognized for the quality of its training, the usefulness of its scientific production and knowledge transfer, and its strong contribution to the sustainable development of society.

### Values

As defined in the strategic plan, the achievement of IPCA's mission and the realization of its vision are based on a set of organizational values that are the foundation of all its actions:

- i. **Ethics and excellence** - the pursuit of excellence is always guided by respect for ethical and moral principles; economic values do not take precedence over social and human values;
- ii. **Proximity and inclusion** - proximity continues to be a hallmark of IPCA, guided by the inclusion of the entire community; everyone is IPCA and everyone is included in this common project;
- iii. **Rigor and responsibility** - IPCA's governance and all its actions are guided by rigor and a sense of responsibility (pedagogical, scientific, cultural, social, financial, etc.) towards the entire internal and external community;
- iv. **Transparency** - there is a present and ongoing concern with the dissemination of clear and rigorous information on the use of public resources and their impact on the results achieved;
- v. **Creativity and innovation** - promoting creative capacity and innovation are basic pillars for the success of any HEI; IPCA seeks to promote these values as an entity inserted in a dynamic, developed and constantly changing society;
- vi. **Competitiveness and entrepreneurship** - competition must be seen as an opportunity to advance and do better; the entrepreneurial capacity to present alternative solutions to problems and contribute to the evolution of things is a basic pillar in the evolution of HEIs.

## 23 FOUNDATIONAL STRUCTURE OF IPCA

Under the terms of the statutes of the Polytechnic Institute of Cávado and Ave Foundation, the IPCA Foundation's bodies are (article 7 of Decree-Law No. 63/2018, of August 6, 2018):

Table 2.1: Bodies of the IPCA Foundation

Board of Trustees
Statutory Auditor
Other bodies provided for by law and the IPCA statutes

Under the terms of Article 8(1) and (2) of the IPCA Foundation's statutes, the Board of Trustees is made up of five personalities of high merit and professional experience in the academic, business, cultural, international relations and scientific and technological innovation areas, who are recognized as especially relevant for this purpose, and are appointed by the Government at the proposal of the General Council.

In turn, under the terms of paragraphs 1 and 2 of article 11, the statutory auditor is appointed from among statutory auditors or firms of statutory auditors, by order of the members of the government responsible for the areas of finance and higher education, on a proposal from the president of IPCA, with a term of office of five years, which may be renewed once.

## 24 ORGANIZATIONAL STRUCTURE OF IPCA

### 24.1 Organization institutional

The institutional organization is defined in the IPCA Statutes, which state that, in order to achieve its mission, it is organized internally as follows:

- i. Organic teaching and research units, known as Schools;
- ii. Organic research units that are not part of schools;
- iii. Other units, with or without organic unit status, that may be created to pursue IPCA's objectives.

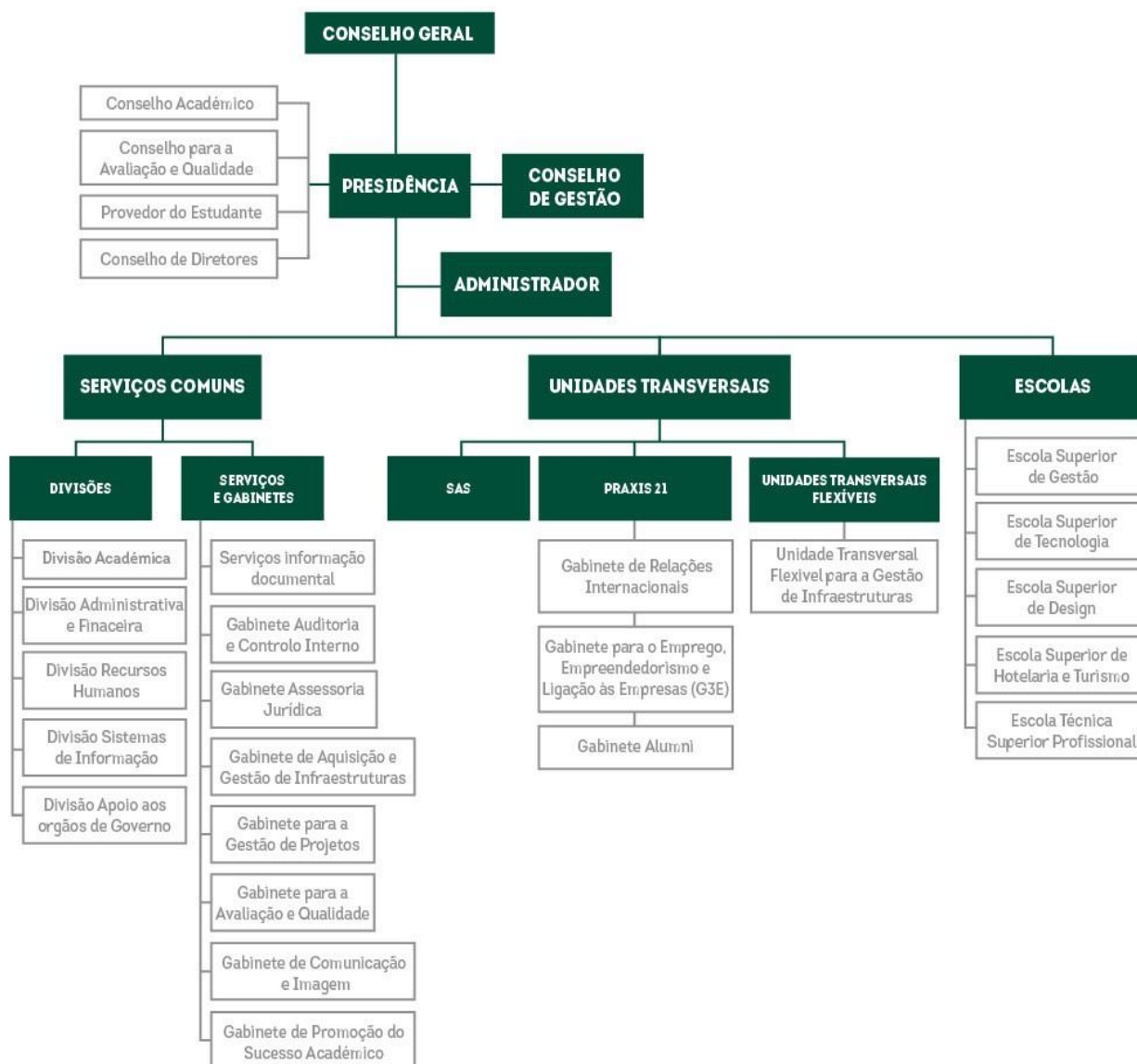
The IPCA's governing bodies and advisory bodies are as shown in the table below:

Table 2.2: IPCA's governing and advisory bodies

<b>Government bodies</b>	General Council President Management Board
<b>Advisory bodies</b>	Board of School Directors Academic Council Council for Assessment and Quality Student Ombudsman

Figure 2.1 shows the IPCA's general organization chart based on the Statutes in force.

Figure 2.1: IPCA general organization chart



Source: IPCA Activity Plan 2021

## 2.4.2 Management and coordination of services

Taking into account its new foundational regime and the efficient use of means and resources, the Organic Regulation of IPCA Services was approved on August 30, 2019, through Order (PR) no. 66/2019, and was subsequently published in the Official Gazette by Regulation no. 744/2019, of September 25.

IPCA has transversal units and common services that guarantee logistical, technical and administrative support for its activity, ensuring the pursuit of its attributions and the exercise of the competencies of its governing bodies, as well as its teaching and research units.

Within the scope of IPCA's internal organization there is the figure of the administrator who is responsible for the day-to-day management of the institution, advising and assisting the President in matters of an administrative, economic, financial and patrimonial nature.

The cross-cutting units are instrumental structures, with specific scopes of application, aimed at achieving projects and strategic objectives set internally and also at a national and/or international level, in pursuit of IPCA's mission.

Common services are technical and administrative organizational structures that support the functions and activities of IPCA and its bodies, and ensure the management of resources and the day-to-day running of the institution.

### 2.4.3 Organic teaching and research units (Schools)

IPCA is currently made up of five schools - the School of Management, the School of Technology, the School of Design, the School of Hospitality and Tourism and the Higher Professional Technical School. The Schools ensure the cultural, humanistic, scientific, technological and pedagogical activities that are indispensable to the pursuit of their specific objectives. They have academic autonomy, namely at scientific and pedagogical level, and are organized by:

- a. Departments
- b. Subject areas
- c. Course management
- d. Research and development units (R&D units)

The schools' bodies are: the director, the technical-scientific council, the pedagogical council and the advisory council, as shown in the organizational chart below:

Figure 2.2: School organization chart



Integrated into the respective Schools and aligned with the training offer in order to promote the interconnection of teaching and research, IPCA currently has three R&D units:

- Center for Research in Accounting and Taxation (CICF): the CICF's mission is to contribute to knowledge in the scientific areas of accounting and taxation, through the production of quality applied research and the dissemination and transfer of knowledge to society, with the aim of promoting transparency, accountability and the quality of financial and non-financial information on the performance of organizations.

- Applied Artificial Intelligence Laboratory (2Ai): 2Ai aims to make a scientific contribution to increasing the knowledge and information of systems and interaction between robots and humans, boosting their performance in 2Ai's impact areas. To this end, machine learning techniques, including natural language processing and computer vision, will be applied to extract information and provide knowledge to automatic intelligent decision systems and human-AI collaboration systems. In 2Ai, game concepts will also be applied to the development of new intelligent training approaches, and to the development of natural and augmented interfaces in the iteration and control of the environment.
- Institute for Research in Design, Media and Culture (ID+): ID+'s vision is to: promote excellence in research in the fields of design, art, media and culture; contribute to the development of a culture of research in design and art in Portugal, namely through its intersections with science; educate students to the highest artistic, cultural and scientific standards and stimulate innovation through design and art as vectors for the development of territories and the industrial sector.

These units aim to develop research with an impact on society and carried out in collaboration with the region's business and social fabric, as part of the R&D+i ecosystem.

### 3. IPCA'S QUALITY POLICY

The concern for quality assurance and continuous improvement must be the primary responsibility of the HEIs themselves, which must adopt the necessary instruments and mechanisms to implement this policy and foster an internal quality culture in which the various stakeholders participate. The European standards and guidelines for quality assurance also state that HEIs should define, approve and disseminate documentation expressing their policy, institutional strategy and quality objectives, which should include, among other elements, their internal organization, levels of responsibility and the participation of the various stakeholders<sup>2</sup>.

The definition and implementation of IPCA's quality policy is based on a strong political and management commitment to improving the quality of the services provided, promoting good practices, creating a dynamic image and a governance model capable of raising performance levels.

IPCA's **quality policy** is presented below:

- i. To guarantee the continuous process of institutional improvement, in order to achieve and sustain performance levels of excellence;**
- ii. Ensuring that the different actors and entities involved in quality management are responsible for improving quality in the different areas that fulfill the institutional mission;**
- iii. Create a structure responsible for quality management, both in the institution and in the organic units, in order to guarantee the coherence of the actions taken in the field of quality;**
- iv. Guarantee and ensure the appropriate conditions for the active participation of the academic community and other stakeholders in the processes of analysis, discussion, reflection and debate on the performance achieved and the prospects for future improvement;**
- v. Ensuring that the entire academic community and other interested parties are informed about IPCA's policy, structures and quality improvement processes;**
- vi. Promote the regular revision and updating of the SIGQa-IPCA, based on the standards and benchmarks adopted at national and international level.**

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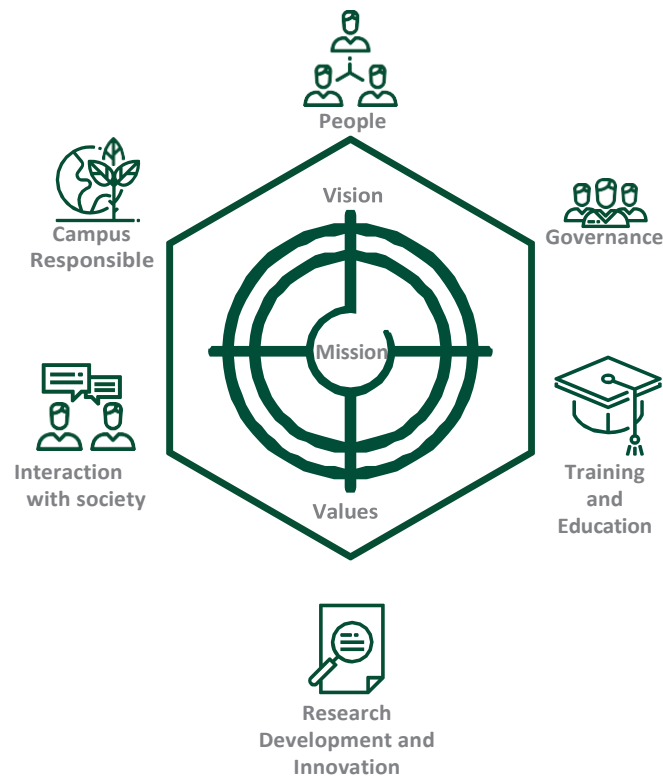
<sup>2</sup> A3ES Benchmark 1 – *Benchmarks for internal quality assurance systems in higher education institutions*, A3ES, October 2016 version, adapted to ESG 2015.

## 4. THE INSTITUTIONAL STRATEGY FOR QUALITY

The institutional strategy and policy for quality translates into broad guidelines, established by top management, for all the processes relevant to achieving the institutional mission.

IPCA's Strategic Plan (PE\_IPCA), currently in force, defines the strategic axes that enable the institutional mission and vision to be achieved, namely: (1) people; (2) the governance model; (3) training and education; (4) research, development and innovation; (5) interaction with society and (6) the responsible *campus*. IPCA's six areas of strategic action are shown in Figure 4.1.

Figure 4.1: Strategic axes



Source: IPCA Strategic Plan in force

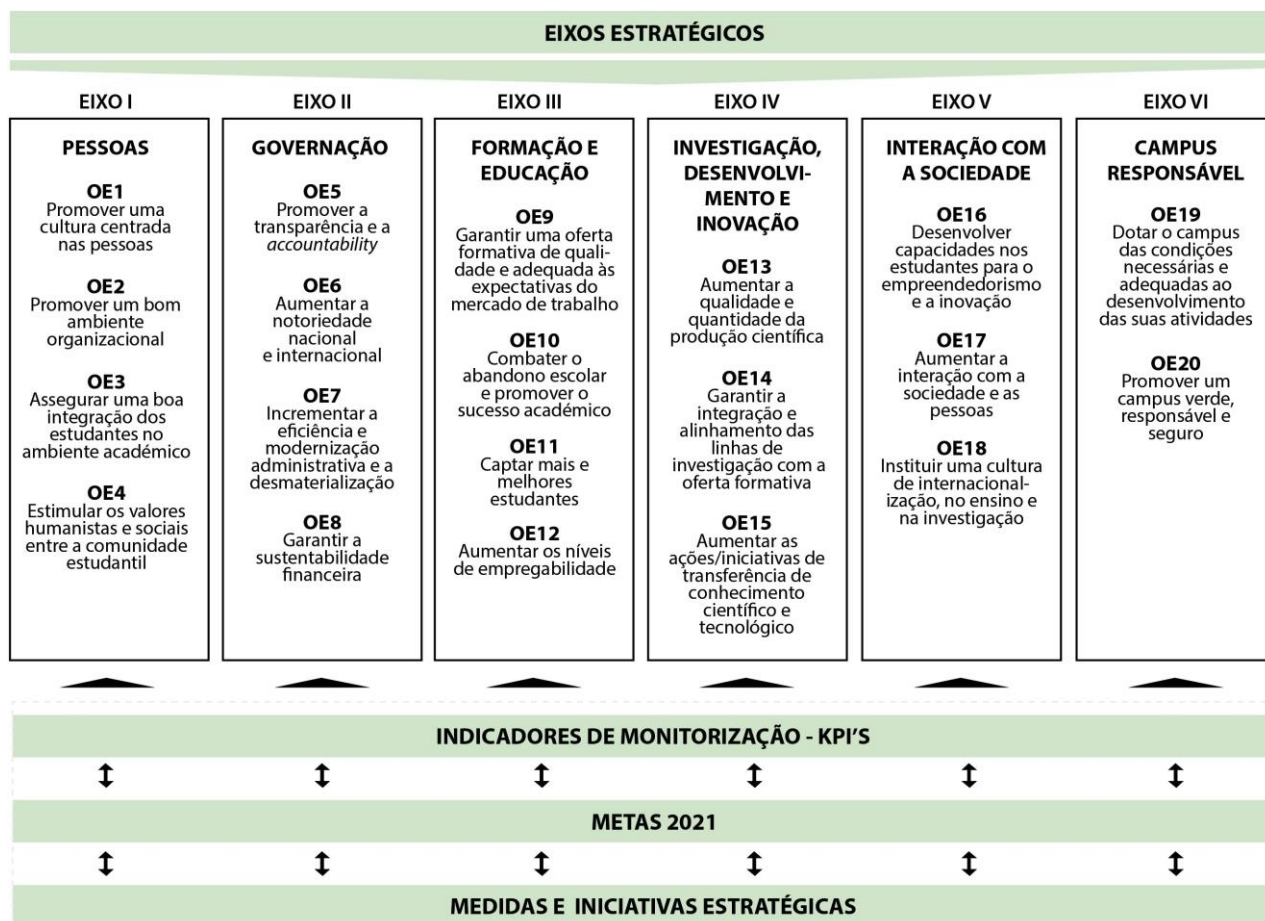
For each strategic axis, strategic objectives are presented which define what is intended to be achieved in order to realize the mission and vision for IPCA. For each strategic objective, strategic measures are listed which are crucial to implementing the strategy and ensuring that the desired results are achieved. Clear alignment between the strategic objectives and the strategies defined to achieve them is a basic starting point for ensuring compliance with the institutional vision.

Key performance indicators (KPIs) are identified to measure the achievements or accomplishments of each strategic objective. Each KPI also corresponds to the target to be achieved in the strategic period in question, thus making it possible to monitor, follow up and evaluate the degree of implementation of the strategic plan and institutional performance, as well as its deviations from the objectives initially proposed.



The following figure shows the interconnection between the 20 strategic objectives and the six strategic axes that make up the strategic orientation of this strategic plan, with which the monitoring indicators and targets to be achieved are associated.

Figure 4.2: Strategic orientation



Source: IPCA Strategic Plan in force

The objectives and structure of the SIGQa-IPCA must be duly interconnected and aligned with the strategic objectives defined for each axis, thus leading to an integrated performance management system based on institutional strategy. Integrating the quality policy into the institution's strategic management ensures that the institution's mission and strategic objectives are interlinked with the indicators, quality standards and targets to be achieved. The following table shows the alignment of the quality policy with the strategic axes approved in the current Strategic Plan. This table is ongoing and should be updated in line with the evolution of the institution's strategic axes and quality policy.

Table 4.1: Matrix for aligning the Strategic Plan axes with the Quality Policy

QUALITY POLICY AXES	STRATEGIC AXES					
	People	Governance	Training and education	Research, development and innovation	Interaction with society	Campus responsible
Ensuring the continuous process of institutional improvement	●	●	●	●	●	●
Ensure that the different actors and entities involved in quality management are held accountable	●	●	●	●	●	●
Create a structure responsible for quality management	●	●	●	●	●	●
Guarantee and ensure adequate conditions for the participation of the academic community and other stakeholders	●	●	●	●	●	●
Ensuring the dissemination of information on IPCA's quality improvement policy, structures and processes	●	●	●	●	●	●
Promote the revision and regular updating of SIGQa-IPCA	●	●	●	●	●	●

**Subtitle** ● high interaction ● medium ● low interaction

## 5. THE INTERNAL QUALITY ASSURANCE SYSTEM - SIGQA-IPCA

### 5.1 SCOPE, OBJECTIVES AND BENCHMARKS

Based on the defined strategy and policy for quality, the SIGQa-IPCA covers all dimensions of the institutional mission, namely (1) training and education, (2) research, development and innovation and (3) interaction with society, and applies to IPCA in general and to each of its Schools, R&D Units, transversal units and common services.

The SIGQa-IPCA plays a central role in the implementation of the quality policy, its monitoring and continuous improvement, with the aim of achieving the following specific objectives:

- i. Define and document the procedures and mechanisms for monitoring, analysis and evaluation of the core processes of the institutional mission;
- ii. Define the timetable for the self-evaluation processes of the study cycles, the organic units and the institution itself, and ensure that the deadlines are met;
- iii. Establish standards for the collection, storage, management and use of data and information;
- iv. Ensure the application of evaluation instruments, the collection and analysis of the results;
- v. Promote the implementation and monitoring of improvement actions;
- vi. Ensure the internal dissemination of the analyses carried out and their conclusions and the recommendations/improvement plans resulting from the evaluation processes;
- vii. Promote the regular review and updating of the policy and the SIGQa-IPCA.

The definition, design and development of the SIGQa-IPCA follow the national and international benchmarks for quality assurance in higher education, as well as the internal documentation approved for the institutionalization of IPCA's quality policy. The European reference framework in this area, namely the benchmarks for internal quality assurance systems in higher education institutions, defined by the Higher Education Assessment and Accreditation Agency (A3ES) in October 2016, are fundamental to the structure and organization of SIGQa\_IPCA. These standards were formulated in line with the European standards and guidelines for higher education - ESG2015 - Standards and guidelines for quality assurance in the European Higher Education Area (ESG) 2015 - defined by the European Association for Quality Assurance in Higher Education (ENQA).

The following table summarizes the SIGQa\_IPCA reference framework:

Table 5.1: Standards, legislation and other references supporting SIGQa-IPCA

APPLICABLE LEGISLATION/REGULATIONS	
<b>International</b>	Standards and guidelines for quality assurance in the European Higher Education Area (ESG) 2015. European Association for Quality Assurance in Higher Education (ENQA).
	Law no. 62/2007, of September 10, which establishes the Legal Framework for Higher Education
	Institutions Law no. 38/2007, of August 16, which establishes the Legal Framework for Higher Education
<b>National</b>	Evaluation Decree-Law no. 74/2006, of March 24, amended by Decree-Law no. 107/2008, of June 25, 230/2009, of September 14, 115/2013, of August 7, 63/2016, of September 13 and Decree-Law no. 65/2018, of August 16, which approves the Legal Framework for Degrees and Diplomas in Higher Education
	Decree-Law no. 369/2007, of November 5, establishing the Agency for the Evaluation and Accreditation of Higher Education
	Audit of Internal Quality Assurance Systems in Higher Education Institutions - Manual for the Audit Process, V. 1.4. (2020). Higher Education Assessment and Accreditation Agency, Lisbon
	Guidelines for Internal Quality Assurance Systems in Higher Education Institutions (October 2016 version, adapted to ESG 2015). (2016). Higher Education Assessment and Accreditation Agency, Lisbon
<b>Internal</b>	Normative Order no. 1-A/2019, of June 14, published in Diário da República, 2nd Series, no. 113, which approves and publishes the IPCA statutes
	Regulation no. 744/2019, of September 25, published in Diário da República, 2nd Series, no. 184, which approves and publishes the organic regulation of IPCA's services
	Quality Manual
	Strategic Plan

The benchmarks defined by A3ES, based on the ESG 2015, are systematized around the following vectors:

- i. The quality assurance policy;
- ii. The core processes of the institutional mission - teaching and learning, targeted research and high-level professional development, and inter-institutional and community collaboration - including internationalization;
- iii. The management of human and material resources and support services;
- iv. Managing and publicizing information;
- v. Periodic external evaluation.

For greater detail and analysis, the 13 A3ES benchmarks are listed below:

**Benchmark 1: Adoption of a quality assurance policy and pursuit of quality objectives** The institution has consolidated a quality culture, supported by a formally defined and publicly available quality policy and objectives.

**Benchmark 2: Design and approval of the training offer**

The institution has processes for the design and approval of its training offer, ensuring that the courses provided are designed and structured so that they can achieve the objectives set, namely the learning objectives. The qualification achieved in each course, as well as the corresponding level in the national and European frameworks of qualifications in higher education, are clearly specified and publicized.

**Benchmark 3: Student-centered teaching, learning and assessment**

The institution adopts the most appropriate procedures to ensure that teaching is carried out in a way that favors an active role for the student in the creation of the learning process, as well as student assessment processes that are in line with this approach.

**Benchmark 4: Student admission, progression, recognition and certification**

The institution has duly approved and publicized regulations covering all stages of the student's study cycle at the institution (e.g. student admission, progression, recognition and certification), which it applies consistently.

**Benchmark 5: Continuous monitoring and periodic review of courses**

The institution regularly monitors and reviews its courses to ensure that they achieve the objectives set for them and meet the needs of students and society. The reviews carried out lead to the continuous improvement of the course and the actions planned or carried out as a result of this process are communicated to all stakeholders.

**Benchmark 6: Research and development / Targeted research and high-level professional development**

The institution has mechanisms in place to promote, evaluate and improve high-level scientific, technological, artistic and professional development activities in line with its institutional mission.

**Benchmark 7: Inter-institutional and community collaboration**

The institution has mechanisms in place to promote, evaluate and improve inter-institutional and community collaboration, particularly in terms of its contribution to regional and national development.

**Benchmark 8: Internationalization**

The institution has mechanisms in place to promote, evaluate and improve its international cooperation activities.

**Benchmark 9: Human resources**

The institution has appropriate mechanisms, applied in a fair and transparent manner, to ensure that the recruitment, management and training of its teaching and non-teaching staff is carried out with the appropriate guarantees of qualification and competence so that they can carry out their duties effectively.

**Benchmark 10: Material resources and services**

The institution is equipped with mechanisms that allow it to plan, manage and improve services and material resources with a view to the proper development of student learning and other scientific-pedagogical activities.

**Benchmark 11: Information management**

The institution has mechanisms in place to guarantee the collection, analysis and use of results and other relevant information for the effective management of courses and other activities.

### Benchmark 12: **Public information**

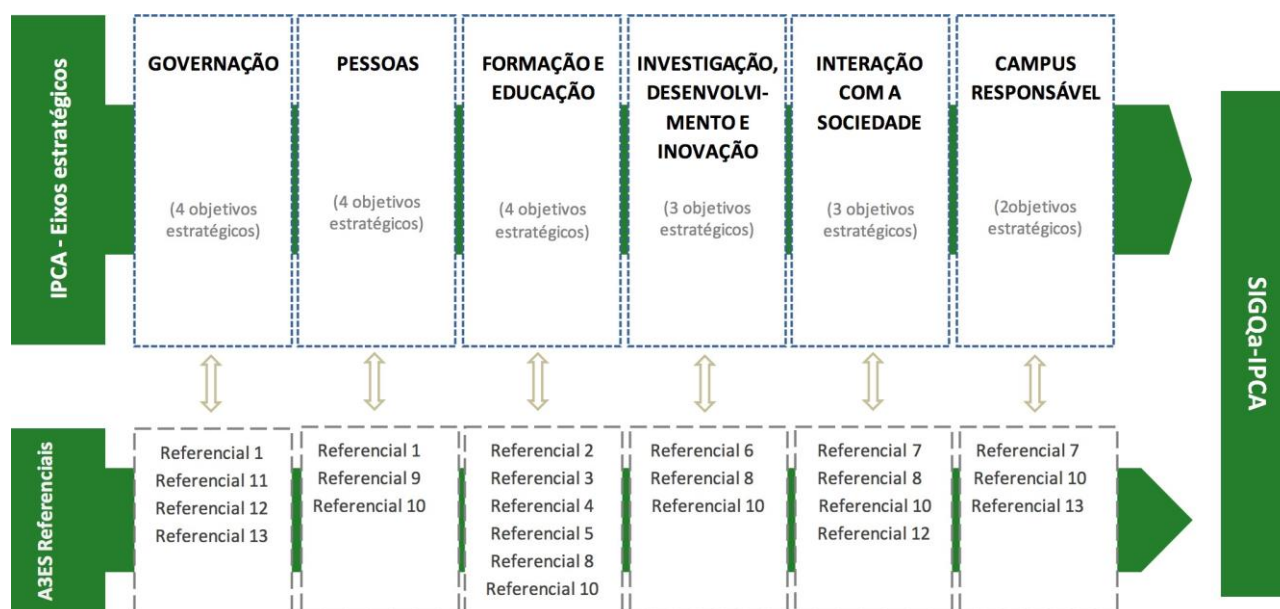
The institution has mechanisms in place to publish clear, precise, objective, up-to-date, impartial and easily accessible information about its activities.

### Benchmark 13: **Cyclical nature of external quality assurance**

The institution undergoes periodic external evaluation processes, in line with the European Standards and Guidelines for Higher Education (ESG).

In order to better understand the alignment of these benchmarks with IPCA's strategic axes and SIGQa-IPCA, we present table 5.2:

Table 5.2: Interaction between IPCA's strategic axes, the A3ES benchmarks (ESG 2015) and SIGQa-IPCA



## 52 STRUCTURE RESPONSIBLE FOR SIGQa-IPCA

At institutional level, three structures have been set up to coordinate and support the SIGQa-IPCA:

1. The Council for Assessment and Quality (CAQ)
2. The Assessment and Quality Office (GAQ)
3. Commission for the development and monitoring of the SIGQa-IPCA

(ComSIGQa)

The role, functions and persons responsible in each of these structures are described below.

### **Council for Assessment and Quality (CAQ)**

The CAQ is the body responsible for drawing up proposals for self-assessment mechanisms of institutional performance, its organic units, its scientific and teaching activities, and for assuming the global and strategic coordination of the SIGQa-IPCA and the quality policy.

According to the IPCA statutes, the following are part of this body:

- i. The president of the IPCA or whoever he delegates this power to, who will also chair the council;
- ii. The school principals;
- iii. The chairmen of the school boards;
- iv. Evaluation and quality coordinators appointed by each school;
- v. The head of the evaluation and quality office;
- vi. A person from outside the IPCA appointed by the General Council;
- vii. A representative of the non-teaching staff elected to the general council;
- viii. One student representative per school, elected from among and by the members of each school's pedagogical council;
- ix. The head of academic services.

Within the framework of the national assessment and accreditation system, and under the terms of the law, the CAQ is responsible for establishing the guidelines for the assessment and quality policy to be pursued by the IPCA, namely:

- i. Coordinate all the processes of self-evaluation and external evaluation of the performance of the Institute, its organic units, as well as the scientific and pedagogical activities subject or not to the national evaluation and accreditation system;
- ii. Draw up a multi-year plan indicating the functional areas to be assessed;
- iii. Propose evaluation standards to be applied and define quality standards;
- iv. Indicate and schedule the proficiency levels that each quality standard must achieve;
- v. Analyze the evaluation processes carried out and draw up the respective assessment reports;
- vi. Propose measures to correct identified weaknesses to school and course directors; and
- vii. Giving an opinion on proposals to revise the Quality Manual.

In all matters within its competence, the Assessment and Quality Board may request opinions or collaboration from other bodies of the institution or its organic units, namely from advisory bodies.

Within the scope of its work, it can also create specialized committees, to be chosen from among IPCA teachers and researchers and non-teaching staff and non-researchers or external personalities of recognized merit, for matters that justify it.

Since 2011, the CAQ has been chaired by a Vice-President designated for the area of quality, who also coordinates the Office for Evaluation and Quality.

#### **Office for Assessment and Quality (GAQ)**

The Office for Evaluation and Quality is the operational support structure for SIGQa-IPCA. The GAQ is responsible for:

- i. Ensuring the integrated management and continuous improvement of the SIGQa-IPCA, as well as the interfaces with the structures in each organic unit;



- ii. Supporting the creation, alteration and termination of study cycles and their respective study plans, including non-degree courses;
- iii. Accompany, monitor and ensure the conditions for the functioning of IPCA's internal quality monitoring and evaluation system, in accordance with higher-level guidelines;
- iv. Drawing up quality reports based on the reports of the organic units, disseminating the results and monitoring the recommended improvement measures;
- v. Plan and manage the execution of a program of internal audits relating to the functioning of quality management and promote approaches to continuous improvement and institutional culture;
- vi. Accompanying and supporting the organic units in the processing of prior accreditation, alteration and evaluation/accreditation of study cycles by A3ES and DGES;
- vii. Collecting and keeping up-to-date data to obtain performance indicators for the quality management system;
- viii. Collect data to obtain performance indicators for the study cycles;
- ix. Regularly listening to the needs and satisfaction levels of stakeholders, and processing, analyzing and disseminating the results;
- x. Carry out other activities in the field of evaluation and quality.

#### **SIGQa-IPCA development and monitoring committee (ComSIGQa)**

They are part of this committee:

- Vice President for Assessment and Quality;
- Responsible for the GAQ;
- Coordinators for the evaluation and quality of each

School; This Commission has the following main objectives:

- i. Define the processes and sub-processes within SIGQa-IPCA that guarantee the fulfillment of the institutional mission in line with the national and international benchmarks in force;
- ii. Promote and monitor the implementation of SIGQa-IPCA in all its aspects;
- iii. Collaborate in the preparation and improvement of monitoring instruments within the scope of the SIGQa- IPCA;
- iv. Review annually, and update when necessary, the chart of institutional progress indicators, an integral part of this manual;
- v. Collaborating in the annual review of the Quality Policy, processes and procedures, as well as reviewing/updating the Quality Manual;
- vi. Draw up an annual report on the operation of the SIGQa-IPCA to be analyzed by the CAQ;
- vii. Participate in and monitor the external evaluation processes carried out by A3ES on IPCA and its study cycles.

The Coordinators for Assessment and Quality are the promoters of quality in their respective schools and must monitor and promote the implementation of the procedures defined within the scope of the SIGQa-IPCA.



### 53 ORGANIZATION AND OPERATION OF THE SIGQA-IPCA: APPROACH BY PROCESSES

In line with the interaction between IPCA's strategic axes and the A3ES benchmarks, adapted to the ESG 2015, the map of processes and sub-processes was defined, which shows the organization of SIGQa\_IPCA.

To this end, three 'macro-processes' were defined which correspond to the broad strategic lines defined by the institution for the pursuit of its objectives and the fulfillment of its institutional mission, namely MP01 - Governance and strategic management; MP02 - Core processes and MP03 - Strategic management.

- cross-cutting processes. In turn, the macro-processes are organized into 'processes' and 'sub-processes', as shown in the table below.

Table 5.3: Map of SIGQa-IPCA processes and sub-processes

	MACROPROCESSES	PROCESSES	SUBPROCESSES
AREAS OF STRATEGIC ACTION BENCHMARKS FOR QUALITY ASSURANCE	<b>Governance and strategic management (MP01)</b>	<b>Governance (P01)</b>	Strategic management and planning Transparency and <i>accountability</i> Information management and digitization Communication Quality assurance
	<b>Nuclear Processes (MP02)</b>	<b>Training and Education (P02)</b>	Creation, modification and accreditation of study cycles Academic Management Teaching and learning Academic success/educational innovation School dropouts
		<b>Research, Development and Innovation (P03)</b>	Research management Scientific dissemination Knowledge transfer
		<b>Interaction with society (P04)</b>	Networks and strategic partnerships Innovation and entrepreneurship <i>Alumni</i> Community service
			<b>Internationalization (P05)</b>
	<b>Support Processes (MP03)</b>	<b>Resource Management (P06)</b>	Recruitment, qualification and progression Financial management Material resources and services Information and documentation systems
		<b>Social responsibility (P07)</b>	Sustainability Social participation in the surrounding community Inclusion and equality

Taking into account the institutional mission and objectives, three basic macro-processes were defined:

- I. **MP01 - Governance and strategic management:** includes processes related to the definition of institutional and strategic development policies, as well as the way in which governing structures commit to the management, maintenance, communication, adequacy and continuous improvement of SIGQa\_IPCA;
- II. **MP02 - Core:** these include the processes that represent the institutional mission, including

processes related to planning, designing and promoting the training offer, and the respective monitoring in its various phases, as well as processes related to research, development and innovation, and the respective interactions with society in general;

- III. **MP03 – Support:** includes the processes that will provide support, across the board, so that the core processes and governance are carried out with the quality assurance required of them; it includes processes inherent to the internationalization of teaching and research, the processes that guarantee the functioning of the institution (people and financial resources), as well as the processes associated with support services, infrastructures and social responsibility.

Each macro-process is organized into processes as follows:

- I. **P01 – Governance:** includes sub-processes related to the institution's strategic planning and management methodology, governance activities, internal and external communication activities, guaranteeing mechanisms for the regular provision of public information, guaranteeing mechanisms for obtaining data/indicators and methodologies for continuous improvement;
- II. **P02 – Training and Education:** includes sub-processes related to the creation, approval and evaluation of the training offer, regulations applied to students (admission, progression, evaluation, recognition and certification), monitoring of teaching/learning, monitoring of academic success; in other words, it includes all the activities related to monitoring the student's 'journey' before, during and after their time at the institution;
- III. **P03 – Research, Development and Innovation:** includes sub-processes related to promoting, valuing and evaluating R&D activities, promoting innovation and the transfer of knowledge to society;
- IV. **P04 – Interaction with society:** includes sub-processes related to promoting inter-institutional collaboration with the community, whether in the national or international context; these processes should include the networks and strategic partners of the entire scientific and business ecosystem, entrepreneurship activities, as well as *alumni* relations with the business fabric;
- V. **P05 – Internationalization:** includes sub-processes related to the promotion, monitoring, evaluation and development of international cooperation activities across teaching, research and innovation;
- VI. **P06 – Resource Management:** includes sub-processes related to the planning, management and improvement of human, financial and material resources, with a view to the proper development of student learning and other scientific-pedagogical activities;
- VII. **P07 – Social responsibility:** includes sub-processes related to campus and infrastructure sustainability (green, healthy and safe campus), mobility, energy efficiency, as well as the promotion of mechanisms to defend equality and social inclusion;

All these processes and sub-processes are described in detail in procedure manuals, which are complementary documents to the Quality Manual. The procedures manuals are intended to be an operational support tool for the implementation of SIGQa-IPCA in all its aspects. They are drawn up according to a predefined structure, which includes the objectives, the applicable legislation and regulations, the parties involved and levels of responsibility, the various stages of development, associated forms and documents, the desired outputs and deadlines for the production and presentation of indicators/information.

The drafting of these procedure manuals involves the involvement of those responsible for the Schools, Units and Services that make up the IPCA, and who have responsibility for the different processes and sub-processes described above.

All the information produced by the various departments and stakeholders in carrying out the functions and activities defined within the scope of the SIGQa- IPCA constitutes evidence of the system, which is necessary for monitoring and auditing. The forms and records used are standardized and codified in order to simplify and harmonize the way they are used, and are part of the respective procedures. The following figure outlines the document structure within the scope of SIGQa\_IPCA.

Figure 5.1: Documentary structure of SIGQa-IPCA



## 5.4 WAYS IN WHICH THE VARIOUS INTERESTED PARTIES CAN PARTICIPATE IN SIGQA-IPCA

As provided for in the quality policy, the SIGQa-IPCA foresees and favors the participation and involvement of internal and external partners, namely students, teachers, employees, employers and graduates. The various forms of participation are briefly presented in the table below.

Table 5.4: Participation of internal and external partners in SIGQa-IPCA

PARTNER	PARTICIPATION IN BODIES RESPONSIBILITY IN SIGQA - IPCA FOR QUALITY ASSURANCE	PARTICIPATION IN PROCESSES	LISTENING INSTRUMENTS
<b>Teachers</b>	General Council Academic Council Evaluation and Quality Council Technical-Scientific Council Pedagogical Council Department Council Master's Committees Course Directors School Advisory Board <sup>(a)</sup>	Participation in Committees appointed by the CAQ Participation in School Evaluation Committees <sup>(a)</sup> Preparation of the CU form Preparation of self-evaluation reports (CU, course, ...) Collaboration in the preparation of the school's self-evaluation reports Preparation of improvement plans Participation in educational audit teams	Evaluation of the teaching/learning process in relation to the teacher/UC pair Overall evaluation of satisfaction ( <i>collaborator</i> )
<b>Students</b>	General Council Academic Council Evaluation and Quality Council Pedagogical Council School Advisory Board(a)	Participation in Committees appointed by the CAQ Participation in School Evaluation Committees <sup>(a)</sup> Participation in educational audit teams	Survey of new students Evaluation of the teaching/learning process (UC) Satisfaction assessment (course/IPCA) Erasmus student surveys (IN/OUT) Evaluation of satisfaction with services
<b>Collaborators (non-teaching staff)</b>	General Council Academic Council Evaluation and Quality Council	Participation in Committees appointed by the CAQ Participation in School Evaluation Committees <sup>(a)</sup>	Overall assessment of satisfaction ( <i>contributor</i> )
<b>Graduates</b>	School advisory board <sup>(a)</sup>	Participation in the preparation of proposals to create courses	Graduate survey
<b>Employers Entities</b>		Participation in the preparation of proposals for the creation of courses	Employer survey
<b>External Entities</b>	General Council Assessment and Quality Board School Advisory Board <sup>(a)</sup>	Participation in meetings of bodies	Statutory Bodies meetings

<sup>(a)</sup> As provided for in the School's statutes.

## 55 MONITORING, EVALUATION AND CONTINUOUS IMPROVEMENT OF SIGQA-IPCA

Regular monitoring of the SIGQa-IPCA is carried out by ComSIGQa with the operational support of the GAQ, namely through permanent monitoring of the degree of execution of the defined procedures, the collection and analysis of different indicators, the application of questionnaires, verification of compliance with established deadlines and proposed and implemented improvement actions.

The SIGQa-IPCA is associated with processes and procedures that provide for the collection, analysis and production of periodic information (whether reports or other types of records), by the different parties involved and responsible for the processes in question, which make it possible to measure institutional performance, constituting one of the main references for monitoring and evaluating the system. Appendix 2 presents a set of indicators that are considered relevant for assessing institutional performance and which should serve as the basis for developing a *business intelligence* tool.

This tool will produce a set of *dashboards* to support management, decision-making, monitoring institutional performance and assessing deviations. This appendix also identifies the frequency and source of data collection for the construction of these indicators.

Every year, each school draws up a self-assessment report which should contain information on how well it has met the objectives set for each area of activity within the scope of SIGQa-IPCA, based on the performance indicators mentioned in Appendix 2.

ComSIGQa is responsible for drawing up an annual report on the overall operation and results of SIGQa-IPCA, highlighting the strengths and weaknesses detected and the implementation difficulties encountered.

The MQ and the Procedures Manual are also reviewed annually by this Committee, which will assess the need to make adjustments or changes to processes, procedures and other documents in force within the scope of SIGQa-IPCA.

The changes and improvement actions proposed by the Committee, within the scope of the development and application of the SIGQa-IPCA, are considered at the first meeting of the CAQ, to be held at the beginning of each academic year. All decisions regarding changes to the system and its manuals require the approval of the President of IPCA.

IPCA periodically carries out an external institutional evaluation, namely of its quality assurance system, which follows the form and benchmarks adopted by A3ES.

## 6. THE PRODUCTION AND DISSEMINATION OF INFORMATION

### 6.1 SOURCES OF INFORMATION

The production of reliable and relevant information for decision-making is one of the fundamental prerequisites for the development of a quality assurance system. To this end, information and data collection systems are available to enable the various stakeholders to obtain the necessary information in a standardized and rapid manner.

For the training and education process, one of the core processes of the institutional mission and the most complex of the SIGQa-IPCA, the IPCA has made available to the entire academic community, since the 2012/2013 academic year, a web platform for managing and disseminating information, the **Moodle e-learning** platform. The main features of this platform are:

#### **Teaching support**

It makes it possible to manage all the information related to teaching activity, providing students with all the didactic and pedagogical material related to each curricular unit, which must include the curricular unit sheets, with all the relevant information regarding their learning objectives and how they work, the summaries, test papers, among others;

#### **Management of teaching/learning processes**

**Moodle** is the platform that supports the implementation of SIGQa-IPCA, particularly with regard to monitoring and evaluating the teaching and learning process. In addition to the application of online student surveys to gauge satisfaction with the functioning of all teaching activities and with the course attended, all the other documents/records defined within the scope of the SIGQa-IPCA for this process are made available and completed on this platform by those responsible for them:

- Teacher self-assessment questionnaire;
- UC self-evaluation reports;
- Course self-evaluation reports.

The centralization of different information in the same space simplifies and facilitates the management of all processes. All the models have been developed to facilitate access to information, from a time management perspective for the different players, automatically providing various outputs for analysis, which are then integrated into other more comprehensive documents, and which provide an integrated and global view of the results in relation to the teaching and learning process.

The **moodle** platform acts as a link to the information platforms used by the Academic Division, the Administrative Services of each School and the Human Resources Division.

The **IPCA Portal**, developed by DSI as an integrating platform for the other information platforms used by other services and even by schools, allows the GAQ to consult the **outputs** needed to monitor the SIGQa-IPCA processes and sub-processes, linking them to the information available on **moodle**, through the following modules:

- **Attendance' module:** allows you to see the attendance records of teachers and students, data on the average attendance of a course or a teacher and also view the attendance summary map by classroom;

- **Summaries' module:** allows you to view the summaries posted, as well as a summary of their status in a given HU (how many are posted, missing, overdue, canceled, still to be posted and absences with replacement);
- **Pedagogical Management' module:** allows you to consult, by school, the information relating to the various departments, subject areas, course directors and curricular units; this module is of great importance, particularly in terms of identifying those responsible for the files of the different curricular units and their respective reports.

Responsibility, the instruments to be used and the frequency with which information is collected and produced in the different areas of intervention of the SIGQa-IPCA are set out in the respective Procedures Manuals. Appendix 1 shows the main instruments used by the institution to periodically assess the satisfaction of the various SIGQa\_IPCA stakeholders. Appendix 2 describes the map of indicators suggested for assessing institutional performance for each SIGQa-IPCA process. For each indicator, the responsibilities for producing and analyzing the indicators are indicated, as well as the periodicity for providing or collecting the main items of information. These are dynamic indicators, as they are updated according to the institutional strategy and the Strategic Plan in force.

The provision, processing, analysis and systematization of information is coordinated globally by the GAQ, with technical support from the DSI.

## 6.2 DISSEMINATION OF INFORMATION

IPCA has defined in its values a continuous concern with the dissemination of clear and rigorous information about its performance, following the European standards and guidelines for quality assurance in education, which place particular emphasis on the regular provision of public information about a predefined set of data and <sup>results</sup><sup>3</sup>.

Disclosure of the information produced is one of the basic assumptions for ensuring the involvement of the different actors and stakeholders in quality improvement processes. However, different levels of dissemination are established depending on the type of output produced, distinguishing between public information for the outside world and information aimed at the internal public, for the academic community in general.

With regard to internal information, different levels of disclosure and detail have been established, in a logic of institutional and individual responsibility and ethics, namely with regard to the disclosure of academic results and the results of the evaluation of the teaching and learning process, occasionally opting only to disclose aggregate results.

As far as public information for the outside world is concerned, it includes publicity and dissemination mechanisms:

The Communication and Image Office (GCI), responsible for publishing and disseminating all institutional information, as well as managing the presence on various social networks or other communication platforms and regularly publishing *newsletters* (Conect IPCA) on academic activity;

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<sup>3</sup> Standard 1.8 of the ESG 2015 and A3ES benchmark 12. Guidelines on the disclosure of public information are also contained in current national legislation, namely the RJIES and Law no. 38/2007.



The institutional portal of IPCA and the respective schools publishes periodically updated and easily accessible information on their performance and results, namely:

- a. Mission and objectives, organizational structure and applicable statutes and regulations;
- b. Training offer;
- c. Learning objectives, competences to be acquired, teaching, learning and assessment methodologies;
- d. Teaching staff and their qualifications;
- e. Existing access policies and preferences;
- f. Study plans and respective career paths;
- g. Information on mobility opportunities;
- h. Support services available to students;
- i. Information on service timetables, forms, requests and mechanisms for submitting complaints and suggestions;
- j. Various management instruments, including the Annual Activity Report and Accounts;
- k. Quality assurance policy and system;
- l. Results of external evaluations and accreditation of study cycles;
- m. Lines of research and ongoing R&D projects;
- n. Studies on academic success and school dropout;
- o. Other information.

IPCA's various departments and units are responsible for feeding the respective pages and keeping the necessary information up to date and disseminated in support of the principle of transparency and *accountability*. The internal communication policy must ensure continuous compliance with these principles by all those involved.

## **APPENDICES**

Appendix 1- Survey map for the periodic evaluation

Appendix 2 - System of indicators for assessing institutional performance

Appendix 1 - Survey map for the periodic evaluation

TYPE OF SURVEY	OBJECTIVES	TARGET AUDIENCE	METHODOLOGY	RESPONSIBLE FOR IMPLEMENTATION	PERIODICITY
<b>New student surveys</b>	Gather the opinion of 1st cycle students about: - Sociodemographic characterization	Students	Online Survey	SA	Annual
<b>Assessment of Teaching and Learning Process</b>	Collect students' perception of teaching/learning for each UC/Teacher pair	Students	Online Survey	GAQ	Semi-annual
	Collect teachers' perception of teaching/learning for each UC/Teacher pair	Teachers	Online Survey	GAQ	Semi-annual
	Collect students' opinions about the /IPCA course (operation, organization, etc.)	Students	Online Survey	GAQ	Annual
<b>Erasmus student survey – IN</b>	Collect students' opinions about the mobility process: - Reception of IES - Monitoring during the program	Erasmus Students	Online Survey	GRI	Semi-annual
<b>Erasmus students survey – OUT</b>	- Course/UC's attended - Overall satisfaction	Erasmus Students	Online Survey	GRI	Semi-annual
<b>Consultation with graduates</b>	Know the situation of graduates regarding employment and professional trajectories	Graduates	Online platforms/forums/official statistics	PRAXIS-21	To be determined
<b>Consultation with employers</b>	Collect opinions from employers regarding employees trained at IPCA Survey of training needs	Employers	Online platforms/forums/official statistics	PRAXIS-21	To be determined

Appendix 2 - System of indicators for assessing institutional performance

PO1 - GOVERNANCE				
GROUP OF INDICATORS	INDICATOR	INDICATOR DESCRIPTION	FREQUENCY	SOURCE
I.1 Monitoring, monitoring and evaluation of institutional performance	I.1.1 Institutional performance assessment report	Prepare evaluation report (IPCA Strategic Plan) %	Yearly	Presidency
	I.1.2 Compliance with the Strategic Plan	level of compliance Strategic plan	Biannual	Presidency
	I.1.3 Review of the Strategic Plan	Prepare review of the Plan Strategic	Biannual	Presidency
I.2 Implementation of an integrated quality management system	I.2.1 Institutionalization of SIGQa-IPCA	Degree of development of the SIGQa-IPCA	Until 2022	DSI/GAQ
	I.2.2 Reporting information to managers	Meeting minutes and other documents with information relating to the quality management system	Quarterly	Presidency
	I.2.3 Meetings to analyze institutional performance results	Number of meetings to analyze institutional performance results	Yearly	CAQ
I.3 Participatory budget model	I.3.1 Participatory budget model to support social and student community initiatives	Create the participatory budget model	Yearly	SAS
I.4 Internal communication and external	I.4.1 IPCA website	Number of accesses to the IPCA website	Yearly	GCI
	I.4.2 Social networks	Number of followers on social media	Yearly	GCI
	I.4.3 Communication procedures manual	Prepare the communication procedures manual Number of	Yearly	GCI
	I.4.4 Strategic documents translated into English and disseminated	strategic documents translated into English and disseminated	Yearly	Presidency
	I.4.5 Events and fairs to publicize the training offer	Number of participations in events, fairs to publicize the training offer	Yearly	GCI

PO2 – TRAINING AND EDUCATION				
GROUP OF INDICATORS	INDICATOR	INDICATOR DESCRIPTION	FREQUENCY	SOURCE
II.1 Qualification of demand	II.1.1 Candidates/vacancies	Number of candidates per course/total number of vacancies in the competition, in each phase		
	II.1.2 Percentage of vacancies filled (placed/vacancy)	Number of candidates placed per course in the total phases/total number of vacancies in the competition		
	II.1.3 Grade last placed student	Application note from the last student placed per course	Yearly	DGES/GAQ/SA
	II.1.4 Average grade of placed students	Average application grade of students placed per course		
	II.1.5 Percentage of those placed in 1st option	Number of students placed in 1st option per course in the total of phases/ total number of places available contest		
	II.1.6 Percentage of students enrolled via CNA	Number of students registered via CNA/ total number of students	Yearly	DGES/SA
	II.1.7 Percentage of students enrolled via special regimes	Number of students enrolled via special regimes/total number of students	Yearly	DGES/SA
	II.1.8 Students enrolled 1st year 1st time	Number of students enrolled, by course and overall	Yearly	SA
II.2 Characterization of students	II.2.1 Registered students	Number of people enrolled per course (per academic year and total)	Yearly	SA
	II.2.2 Geographic origin	Number of students per municipality/ total number of students	Yearly	SA
	II.2.3 Distribution of students by gender	Percentage distribution of enrolled students/gender	Yearly	SA
	II.2.4 Percentage of students with student worker status	Number of TE students/total number of students	Yearly	SA
	II.2.5 Percentage of part-time students	Number of part-time students/ total number of students	Yearly	SA
	II.2.6 Percentage of scholarship students	Number of scholarship students/ total number of students	Yearly	SAS
II.3 Academic results	II.3.1 School success rate	Number of ECTS completed in the course/ total number of ECTS enrolled by students	Yearly	GAPSA/SA
	II.3.2 Continuous assessment	Number of students assessed in each continuous assessment element	Yearly	SA
	II.3.3 Training efficiency	Number of graduates who completed the study cycle in N years, N+1 years and N + 2 years (N) number of years in the study cycle)	Yearly	SA
	II.3.4 Average course completion time	Total number of registrations made by course graduates/number of course graduates	Yearly	GAPSA/SA
	II.3.5 School dropout rate	Number of students who entered n-3/ n-2 and did not re-enroll at the institution/ total number of students who entered n-3/n-2	Yearly	GAPSA/SA
II.4 Students' perception of teaching	II.4.1 - Average level of student satisfaction in relation to the UC/teacher pair	Arithmetic mean of the answers obtained in the pedagogical evaluation questionnaires, on a 7-point Likert scale	Semiannual	GAQ
	II.4.2 - Average level of student satisfaction in relation to the course	Arithmetic mean of the answers obtained in the questionnaires about satisfaction with the course, on a 7-point Likert scale	Yearly	GAQ

PO3 - RESEARCH, DEVELOPMENT AND INNOVATION				
GROUP OF INDICATORS	INDICATOR	INDICATOR DESCRIPTION	FREQUENCY	SOURCE
III.1 Level of investigation activity	III.1.1 Research units	Number of research units recognized by the FCT and respective classifications obtained	Yearly	R&D Units
	III.1.2 % IT teachers integrated into R&D Units financed by FCT	Number of IT teachers integrated into R&D Units/total number of IT teachers	Yearly	R&D Schools/Units
	III.1.3 Researchers	Number of IT researchers/total ETI researchers	Yearly	R&D Units
	III.1.4 Students	Number of students participating in research activities, including projects of R&D	Yearly	R&D Units
III.2 Scientific Production	III.2.1 Number of publications indexed Web of Science by ETI PhD professor	Total number of publications indexed Web of Science / number of ETI doctorate professors	Yearly	R&D Schools/Units
	III.2.2 Number of SCOPUS publications per ETI PhD professor	Total number of publications SCOPUS/number of ETI PhD professors	Yearly	Schools/Units of R&D
III.3 Innovation and technology transfer	III.3.1 Registered patents	Number of patents registered, autonomously or in partnership	Yearly	R&D Units
	III.3.3 R&D projects in co-promotion with companies	Number of characterization of R&D projects in co-promotion with companies		
	III.3.4 Laboratories	Number of CoLaB and LA in which the IPCA is integrated		

P04 - INTERACTION WITH SOCIETY				
GROUP OF INDICATORS	INDICATOR	INDICATOR DESCRIPTION	FREQUENCY	SOURCE
IV.1. Networks and strategic partnerships	IV.1.1 International networks	Number of international networks in which IPCA has an active participation	Biannual	PRAXIS-21
	IV.1.2 Mobility	Number of signed and active agreements to carry out mobility	Biannual	PRAXIS-21
	IV.1.3 Projects	Number of structural projects involving strategic IPCA partners	Biannual	Presidency
	IV.1.4 Conferences	Number of conferences, seminars and other meetings of interest for society organized by IPCA	Yearly	Schools and Units of R&D
IV.2 Employability	IV.2.1 Employability rate	Number of graduates employed/total number of graduates surveyed	Yearly	G3E
	IV.2.2 Percentage of graduates who obtained employment within one year of completion the course	Number of n-1 graduates who are employed one year after completing the course/total number of n-1 graduates		
	IV.2.3 Percentage of graduates who obtained employment in sectors of activity related to the course area	Number of graduates who are employed in the area of the course/ total number of graduates surveyed		
	IV.2.4 Percentage of employed graduates who receive remuneration higher than the national average remuneration of the active licensed population	Number of graduates employed who earn remuneration higher than the national average remuneration/total number of graduates surveyed		
IV.3 Perception of graduates and employers	IV.3.1 Average level of satisfaction of graduates with the training obtained at the institution	Arithmetic mean of the answers obtained in the employability questionnaires, on a 7-point Likert scale	TBD	PRAXIS-21
	IV.3.2 Average level of employer satisfaction with employee performance graduates of the institution	Arithmetic mean of the answers obtained in the employability questionnaires, on a 7-point Likert scale		

PO5 - INTERNATIONALIZATION				
GROUP OF INDICATORS	INDICATOR	INDICATOR DESCRIPTION	FREQUENCY	SOURCE
V.1 Mobility of students, teachers and non-teaching staff	V.1.1 <i>Incoming</i> students	Number of incoming students (foreign students at IPCA)	Yearly	GRI
	V.1.2 <i>Outgoing</i> students	Number of outgoing students (IPCA students abroad)		
	V.1.3 <i>Incoming</i> teachers and collaborators	Number of incoming teachers and collaborators		
	V.1.4 <i>Outgoing</i> teachers and collaborators	Number of outgoing teachers and collaborators		
	V.1.5 Foreign students	Number of foreign students enrolled in IPCA, per study cycle		
	V.1.6 Foreign teachers	Number of foreign teachers/ total number of teachers		
V.2 Projects, Partnerships and other institutional relationships international	V.2.1 International teaching projects	Number and characterization of network courses with foreign educational institutions (ERASMUS)	Yearly	GRI
	V.2.2 International R&D Projects	Number and characterization of international R&D projects	Yearly	R&D Units
	V.2.3 International institutional partnerships	Number of international institutional collaborations	Yearly	GRI
	V.2.4 Conferences international events in which IPCA participated in the organization	Number of conferences, seminars and other meetings international events in which IPCA participated in the organization		
	V.2.5 Dissemination, information and dissemination of organized good practices (generic and specific)	Number of dissemination, information and dissemination actions of organized good practices (generic and specific)		
V. 3 Dissemination and promotion of foreign language learning among students	V.3.1 English language courses offered by IPCA to the community	Number of English language courses offered by IPCA to the community	Yearly	PRAXIS21/Schools
	V.3.2 Students attending language courses	Number of students attending language courses		
	V.3.3 Course units offered in English	Number of curricular units offered in English		



P06 - RESOURCE MANAGEMENT				
GROUP OF INDICATORS	INDICATOR	INDICATOR DESCRIPTION	FREQUENCY	SOURCE
VI.1 Human resources	VI.1.1 Percentage of teachers with a doctorate degree	Number of ETI doctorate teachers/ total number of ETI teachers	Yearly	DRH/CSD
	VI.1.2 Percentage of teachers with specialist titles	Number of specialist teachers/ Total number of teachers		
	VI.1.3 Percentage of full-time teachers	Number of FT teachers/total number of ETI teachers		
	VI.1.4 Academic training of non-teaching staff	% non-teaching staff with higher education		
	VI.1.5 Training	% of teachers and non-teaching staff who attended at least one pedagogical training course		
	VI.1.6 Number of students per ETI teacher	Number of students enrolled (1st and 2nd cycle) / number of ETI teachers	Yearly	SIGES
	VI.1.7 Number of students per ETI teacher (doctorates + specialists)	Number of enrolled students (1st and 2nd cycle)/number of ETI teachers (doctorates + specialists)	Yearly	SIGES
	VI.1.8 Non-teaching staff/ students	Number of students enrolled/ non-teaching staff	Yearly	HRD
	VI.1.7 Non-teaching staff/ Number of ETI teachers	Number of FTE teaching/non-teaching staff	Yearly	HRD
	VI.1.8 Average level of student satisfaction with the services provided	Arithmetic mean of the answers obtained in the service evaluation questionnaires, on a 7-point Likert scale	Yearly	GAQ
VI.2 Material resources	VI.2.1 Laboratories, area used for study and leisure spaces	Number of laboratories, area (m2) allocated to teaching and research (classrooms, laboratories, etc.) and study and leisure spaces	5 years	R&D Schools/Units
	VI.2.2 Documentary collection	Number of books, magazines, theses and other documentary sources available, physically or online.	5 years	Library
SAW. 3 Economic-financial indicators	VI.3.1 Hourly cost of teaching staff	Sum of personnel expenses allocated to each department/ number of hours of teachers in the department	Yearly	DAF
	VI.3.2 Total cost per student	Total cost / total number of students enrolled		
	VI.3.3 Total cost per 2nd cycle student	Total cost of the 2nd cycle / total number of students enrolled in the 2nd cycle		
	VI.3.4 Own revenue collection rate	Value of own revenues collected/ total own revenues		
	VI.3.5 Sources of financing	Revenue value and its percentage breakdown by financing sources		
	VI.3.6 Expenditure structure	Expenditure value and its percentage breakdown by major items	Yearly	DAF/Project Office
	VI.3.7 Funded projects	Level of financial execution of financed projects		
	VI.3.8 Financial autonomy	Financial autonomy ratio = Equity/Assets		
	VI.3.9 Own revenue from R&D projects and provision of services to the community	Calculation of own revenues from construction projects R&D and provision of services to the community		
	VI.3.10 Level of budget execution	Amount of revenue collection and payment of expenses foreseen in the budget		

P07 – SOCIAL RESPONSIBILITY

GROUP OF INDICATORS	INDICATOR	INDICATOR DESCRIPTION	FREQUENCY	SOURCE
VII.1 Green campus, responsible and safe	VII.1.1 Creating healthy mobility habits	Number of bicycle users (CABI)	Yearly	SAS
		Impact of IPCA bicycles on reducing CO2 emissions	Yearly	SAS
		% Public transport coverage in locations where most students come from	Yearly	SAS
	VII.1.2 Accessibility guarantee to facilities for the entire educational community with special needs	% of constraints associated with accessibility for elements with special needs	Yearly	SAS
	VII.1.3 Creation of environmental sustainability habits among the academic community	Number and characterization of initiatives aimed at promoting sustainable habits among the academic community	Yearly	SAS
	VII.1.4 Promotion of networks and partnerships	Number and characterization of networks and partnerships within the scope of sustainable development	Yearly	SAS
	VII.1.5 Energy produced by renewable sources on the IPCA campus	KW produced	Yearly	UTFGEI
	VII.1.6 Monitoring energy consumption VII.1.7 Lighting in government buildings IPCA LED	Number of monitoring equipment installed % of existing luminaires	Yearly	UTFGEI
VII.2 Sharing resources with the community	VII.2.1 Participation in initiatives with civil society	Number of initiatives in which IPCA participated with civil society	Yearly	SAS
	VII.2.2 Opening of the Campus to the city and the community in general	Number of civil society initiatives carried out at IPCA	Yearly	Units/services responsible for the initiative
VII.3 Inclusion and equality	VII.3.1 Degree of social support	% of students supported in relation to those who applied for support mechanisms	Yearly	UTFGEI
		Number of social support formats available	Yearly	UTFGEI
VII.4 Social participation in the surrounding community	VII.4.1 Social actions carried out jointly with third sector entities	Number of initiatives with IPCA involvement	Yearly	SAS