SIGQ

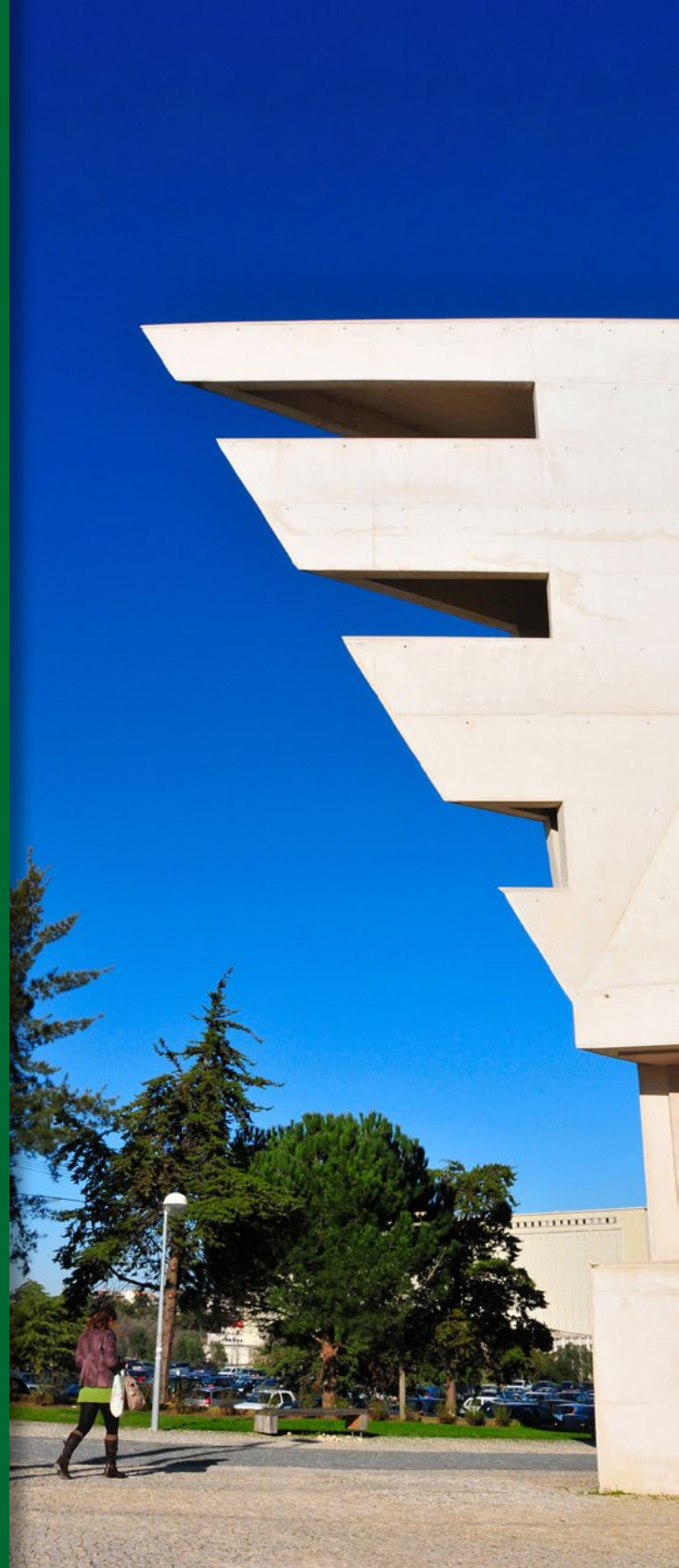**INTEGRATED SYSTEM
OF QUALITY
ASSURANCE
ISCTE**

Quality
Manual

VERSION 4.0

iscte UNIVERSITY
INSTITUTE
OF LISBON

Title
Quality Manual

Edition 4.0

Elaboration
Office of Studies, Planning
an Quality (GEPQ)

Revision
Commission for Quality and
Sustainability Assurance (CGQS)

Approval
Rector

Approval date
17/03/2020

CONTENTS

Foreword

Iscte has a well-established culture of promoting quality, as shown by its ISO 9001:2015 certification, the certification of its Integrated System of Quality Assurance (SIGQ-Iscte), and the recent institutional accreditation of Iscte and its schools by the Agency of Higher Education Evaluation and Accreditation (A3ES) for the maximum period stipulated (6 years). The entire Iscte community is committed to promoting a culture of quality that extends throughout all the facets of its mission, as well as to contributing to the United Nations Sustainable Development Goals (SDGs).

The Quality Manual (QM) is the document which formalizes SIGQ-Iscte and explains how it functions. The Manual first describes Iscte's structure and the actions it takes to achieve its mission, then explains how the institution fulfills the requirements of the ISO 9001:2015 and ISO 14001:2015 certification, as well as those of other certifications it is working to obtain.

The current strategic and institutional plan of action for 2018-2021 clearly articulates a continued demand for the enhancement and promotion of quality across the institution. I thank all the members of the Iscte community for their continual commitment to this task. In particular, I express my gratitude to the Office of Studies, Planning and Quality (GEPQ) for their coordination and constant monitoring of that objective.

Jorge Costa
Vice-Rector for Information and Quality Systems

SIGQ

GLOSSARY

ACCREDITATION
Procedure through which a body capable of granting accreditation verifies and formally recognizes that a certain product, service, programme or entity satisfies the organizational and quality requirements stipulated by law or agreement for this effect. In the case of higher education, this may take the form of accreditation for an institution or a specific programme of study. (Source: A3ES Glossary)

CERTIFICATION
Procedure through which a body capable of granting certification formally attests that a product, service, programme, or entity fulfills established standards. (Source: A3ES Glossary)

SUSTAINABLE DEVELOPMENT
Development that satisfies the requirements of the present without compromising the ability of future generations to satisfy their needs. (Source: ISO26000, 2011)

QUALITY ASSURANCE
A broad-spanning term referring to a continual process of quality evaluation for systems of higher education, institutions of higher education, or cycles of education. As a regulation mechanism, quality assurance focuses on accountability and improvement, providing information and judgements of value through a structured and consistent process based on well-established criteria. (Source: A3ES Glossary)

QUALITY IMPROVEMENT
Constant pursuit of performance improvement focused on the responsibility of a higher education institution itself to make the best possible usage of its capacities and institutional autonomy. (Source: A3ES Glossary)

STAKEHOLDERS
Individuals or groups with an interest in the activities of an institution or organization. Such individuals or groups can be internal (i.e. related to the internal community), or external. (Fonte: A3ES Glossary)

PROCEDURE
A method specified for accomplishing an activity or process. (Source: ISO9000, 2015)

PROCESS
A set of interrelated and interacting activities that convert inputs into outputs. (Source: ISO9000, 2015)

PRODUCT
The result of a set of interrelated and interacting activities that convert inputs into outputs. (Source: ISO9000, 2015)

QUALITY
(Higher Education)
A multidimensional, multilevel, dynamic concept that is related to the context of an educational model, an institutional mission and objectives, and the standards and terms of reference for a given system, institution, course, programme or course unit. Thus, quality can take on different, sometimes conflicting meanings depending on: (i) the perspective of the different parties interested in higher education (for example, students, professors, disciplines, the labour market, society, the government); (ii) its points of reference (inputs, processes, outputs, missions, objectives, etc.); (iii) the attributes and characteristics of the academic setting under evaluation; and (iv) the historical period of higher education development. (Source: A3ES Glossary)

RISK
An effect of uncertainty. Risk is inherent to all the aspects of a system of quality control. There are risks in all systems, processes and functions. Risk-based thinking ensures that these risks are identified, considered and controlled through the design and use of a quality control system. (Fonte: ISO9000, 2015)

CURRICULAR UNIT (Course)
An academic unit with its own educational goals that requires enrollment and evaluation as reflected in a final mark. (Source: A3ES Glossary)

ABBREVIATIONS AND ACRONYMS[1]

A3ES	Agency of Higher Education Accreditation and Evaluation
AACSB	Association to Advance Collegiate Schools of Business
AEISCTE	Students Association of Iscte
AMBA	Association of MBAs
AUDAX-Iscte	Centre for Entrepreneurialism and Innovation
BI	Business Intelligence System
BRU	Business Research Unit
CAC	Commission for Curricular Analysis
CEI	Centre for International Studies
CGQS	Commission for Sustainability and Quality Assurance
CIES	Centre for Research and Studies of Sociology
CIS	Centre for Social Research and Intervention
CNA	National Access Competition
ConCQS	Advisory Council for Quality and Sustainability
CRIA	Centre for Research in Anthropology
DGES	Directorate-General For Higher Education
DINÂMIA/ CET	Centre for Socioeconomic and Territorial Studies
DUC	Curricular Unit Dossier
EAPAA	European Association for Public Administration Accreditation
ECSH	Schools of Social Sciences and Humanities
ECTS	European Credit Transfer and Accumulation System
EEO	European Employment Observatory
ENQA	European Association for Quality Assurance in Higher Education
EQAR	European Quality Assurance Register for Higher Education
EQUIS	European Quality Improvement System
ESG	European Standards and Guidelines
ESPP	School of Sociology and Public Policy
EUA	European University Association
EUR-ACE	European Quality Label for Engineering

FCT	Foundation for Science and Technology
FUC	Curricular Unit File
GAA	Office of Student Advising
GAI	Office of Research Support
GC	Office of Communication
GDSI	Office of Information System Development
GEPQ	Office of Studies, Planning and Quality
GJ	Legal Office
GNEE	Office of Support for Students with Special Needs
GR	Office of the Rector
ICAPA	International Commission for Accreditation of Public Administration Education and Training Programs
I&D	Research & Development
IASIA	International Association of Schools and Institutes of Administration
IBS	Business School (Iscte Business School)
IES	Higher Education Institution
INDEG	Executive Education
IPPS	Institute for Social and Public Policy
IPQ	Portuguese Institute of Quality
Iscte	Iscte – University Institute of Lisbon
ISO	International Standards Organization
ISTA	School of Technology and Architecture (Iscte School of Technology and Architecture)
ISTAR	Information Sciences, Technologies and Architecture Research Center
IT	Iscte Delegation of the Telecommunications Institute
KPI	Key Performance Indicator
LCT	Soft Skills Laboratory
MQ	Quality Manual
N1C-IBS	Centre for Business School Undergraduate
N2C-IBS	Centre for Business School Master's
NAG	General Attendance Centre
NATS	Centre for Technical Support and Registrar
NAU	Centre for User Support
NB	Centre for Library Science

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1   Acronyms give abbreviations for Portuguese names for consistency with other university publications.

NC	Centre for Accounting		**SID**	Information and Documentation Services
NC	Centre for Cooperation		**SIGQ-Iscte**	Integrated System of Quality Assurance at Iscte
NCG	Centre for Control Management		**SIIC**	IT Infrastructure and Communications Services
NCI	Centre for International Programmes		**SIIG**	Integrated Information and Management System
NE	Events Centre		**SRHCP**	Human Resources, Purchasing and Assets Services
NE	Erasmus Centre		**U12C-ECSH**	Undergraduate and Master's Unit of School of Social Sciences and Humanities
NEA	File and Dispatch Centre		**U12C-ESPP**	Undergraduate and Master's Unit of School of Sociology and Public Policy
NEE	Special Educational Needs		**U12C-IBS**	Undergraduate and Master's Unit of Iscte Business School
NGC	Contract Management Centre		**U12C-ISTA**	Undergraduate and Master's Unit of School of Technology and Architecture
NGP	Project Management Centre		**UA3C**	Doctoral Support Unit
NGT	Third-Party Management Centre		**UATA- ECSH**	Technical and Administrative Support Unit – ECSH
NI	Facilities Centre		**UATA- ESPP**	Technical and Administrative Support Unit – ESPP
NM	Maintenance Centre		**UATA- IBS**	Technical and Administrative Support Unit – IBS
NPO	Centre for Projects and Works		**UATA- ISTA**	Technical and Administrative Support Unit – ISTA
NT	Treasury Centre		**UGC**	Curricular Management Unit
ODS	Sustainable Development Goals		**UC**	Purchasing Unit
OFAP	Families and Family Policy Observatory		**UGDU**	University Sports Management Unit
ONG	Non-Governmental Organization		**UER**	Buildings and Resources Unit
ORSIES	Social Responsibility and Higher Education Institutions Observatory		**UF**	Finance Unit
PAA	Current Plan of Action		**UI**	Research Unit
PAO	Unit Activity and Budgeting Plan (for either autonomous units or services/offices)		**UIF**	Information and Training Unit
			UO	Independent Unit
PDCA	Plan, Do, Check, Act		**URCS**	Social Networks and Systems Units
PE	Strategic Plan		**URH**	Human Resources Unit
PQ	Quality Procedure		**URI**	International Relations Unit
RAC	Programme Self-Evaluation Report			
RAU	Unit Activity Report (for either autonomous units or services/offices)			
RIAG	Integrated Activity and Management Report			
RJAES	Legal Regime for Higher Education Evaluation			
RJIES	Legal Regime for Higher Education Institutions			
RUC	Curricular Unit Report			
SAS	Social Action Services			
SGA	Environmental Management System			
SGE	Academic Services			
SIADAP	Integrated System for Evaluation and Management of Performance in Public Administration			

1.
Introduction

European and international standards require that higher education institutions have a policy for quality assurance their various programmes and cycles of education, and that they foster an internal culture that recognizes the importance of that quality (e.g., Santos, 2009; 2011). To that end, it is necessary for institutions to develop and implement a strategy for the continuous improvement of quality, which must be clearly demonstrated in their rules and procedures, as well as in the roles of all the relevant stakeholders, internal and external (e.g., ENQA – European Association for Quality Assurance in Higher Education, 2009;2010).

Besides defining a policy for quality assurance and formalizing its subsequent procedures, higher education institutions must furthermore have formal mechanisms for approving, periodically revising and monitoring its programmes and other activities through the efficient collection and analysis of relevant data (e.g., SGQA, 2010; Amaral, 2011).

Within their frameworks of quality assurance, higher education institutions must include qualified and capable personnel who will apply rules and public procedures consistently across the various areas of the university's activity, placing particular emphasis on student evaluations. The students, in turn, must have access to the resources they need for learning and integration into the workforce.

Quality assurance policy constitutes a fundamental aspect of the development strategy of Iscte – University Institute of Lisbon (henceforth Iscte) and is concretized in its Integrated System for Quality Assurance (SIGQ-Iscte). Another strategic commitment—institutional sustainability with regard to the planet (environmental sustainability), its people (social sustainability) and prosperity (economic sustainability)—is considered an integral component of SIGQ-Iscte. Iscte is committed to working towards the realization of the Sustainable Development Goals (SDGs) set forth in the 2030 Agenda of the United Nations in their various dimensions. Thus, Iscte aims its activities at responding to the needs of People, protecting the Planet, fostering Prosperity, and promoting Peace, as well as reinforces these steps through national and international Partnerships.

The Quality Manual (QM) is the structural document of SIGQ-Iscte.

2.
Structure and Framework of the Quality Manual (MQ)

2.1. STRUCTURE OF THE MQ

The current version of the MQ is the result of a process of learning and integration in which many people contributed reflections and recommendations. These perspectives emerged from various activities, including:

I) the certification of SIGQ-Iscte;

II) Iscte's national institutional evaluation by the Agency for Higher Education Accreditation and Evaluation (A3ES);

III) international evaluations by the European University Association (EUA), the Association to Advance Collegiate Schools of Business (AACSB), the European Quality Label for Engineering (EUR-ACE), the European Quality Improvement System (EQUIS), the European Association for Public Administration Accreditation (EAPAA), and the International Commission on Accreditation of Public Administration Education and Training Programs (ICAPA);

IV) results of audits related to the ISO9001 and ISO 14001 standards; and

V) adaptation of SIGQ-Iscte to the new version of the European Standards and Guidelines (ESG 2015).

Iscte's applications to these sorts of evaluations and accreditations have contributed to internal discussion and reflection among the revelant stakeholders of SIGQ-Iscte (see section 4.1.2).

The regular revision of the MQ happens twice a year, but may take place whenever it is necessary to introduce some modification. The appendices of the MQ are subject to renewal once every six months, in case alterations and updates must be made. The revision of the MQ is coordinated by the Commission for Sustainability and Quality Assurance (CGQS) and approved by the Rector. Revisions may be partial or total and, when approved, entail the release of a newly labelled and dated version. The alterations that result from a revision of the MQ are registered in said version, ensuring that the modifications made from version to version can be traced. The record of MQ revisions can be found in Appendix 1 (Table 1.1.).

The Office of Studies, Planning and Quality (GEPQ) is responsible for continually updating the MQ (whenever alterations/revisions must be made to the processes, procedures, dispatches, rules and guidelines related to quality assurance), as well as for its archiving, publication and dissemination.

This Manual has been released on the internal communications portal for the appraisal of the community. The suggestions received, when relevant, were included in the final version, which was approved by the Rector in Decision n. 15/2020. The current version of the MQ was approved on the 17 of March 2020, and has been made available on the Iscte's internal information portal (MyIscte), as well as on the Iscte Portal in the Quality section.

The MQ defines the policy, organizational functions, responsibilities, processes, objectives and points of reference of SIGQ-Iscte, as well as the principles that guide their implementation and monitoring. This Manual also describes how SIGQ-Iscte operates, i.e. the connection between the quality and sustainability policies and the strategy of Iscte, the powers and relations between the governing bodies which participated in the design, approval, implementation and improvement of the regulatory guidelines and means of quality assurance and the processes, plans and reports that illustrate the work of quality assurance at Iscte.

The current version of the MQ, after the Introduction of Chapter 1, is divided into three chapters.

› Chapter 2 introduces the MQ, its revision and distribution, its structure and legal framework and its primary national and international documents of reference.

› Chapter 3 presents the institutional context of Iscte, with a brief discussion of the institution's history, its main characteristics and its organizational structure. The mission, vision and values that guide the Institution and its educational, scientific and cultural work are then presented, along with its policy, strategy and objectives for promoting quality.

› Chapter 4 covers the general characteristics of SIGQ-Iscte with emphasis on its structural elements, including its framework, scope, ways of involving stakeholders, organizational structure, degrees of responsibility, functioning and process approach.

It then proceeds to describe the methods of monitoring and evaluating quality assurance at Iscte, which are outlined as a function of Iscte's macroprocesses of management. There are three types of macroprocesses: a) integrative (governance, sustainability and continuous improvement); b) core (teaching and learning, research, interaction with society and internationalization); and c) support (human resources, financial resources, material resources and support services). The MQ ends with a description of the system of information and management at Iscte.

2.2. LEGAL FRAMEWORK AND DOCUMENTS OF REFERENCE

For supporting documents, the MQ has Iscte's Strategic Plan of Action (PE) and the Annual Activity Plans (PAA). The preparation of the current version of the MQ also uses a combination of national and international legislation, guidelines, standards and recommendations as references, of which the following are the most relevant:

ENQA
Standards and Guidelines for Quality Assurance in the European Higher Education (2015).

A3ES
Manual for the Process of Institutional Evaluation in Higher Education (2017).
Audit of Internal Systems of Quality Assurance in Higher Education institutions – Manual for the Auditing Process (Version 1.3. December 2018).
References for the Systems of Quality Assurance in Higher Education Institutions (2016).

ISO
ISO9001:2015 – Systems of Quality Management: Requirements (2015).
ISO14001:2015 – Systems of Environmental Management: Requirements and Guidelines for Their Utilization (2015).
ISO26000:2010 – Guidance on Social Responsibility (2010).
NP 4469:2019 – System of Social Responsibility Management (2019).

ISCTE
Founding Statutes of Iscte – University Institute of Lisbon (2009).
Statutes of Iscte – University Institute of Lisbon (2019).
Regulation of Centralized Services of Iscte – University Institute of Lisbon (2019).
Code of Academic Conduct (2017).
Code of Ethical Conduct in Research (2016).

EDUCATION
Law n. 38/2007 – Legal Regime of Higher Education Evaluation – RJAES (2007).
Law n. 62/2007 – Legal Regime of Higher Education Institutions – RJIES (2007).

ENVIRONMENT
Law n. 19/2014 – The Bases of Environmental Policy (2014).
Resolution adopted by the General Assembly on 25 September 2015, transforming our World: The 2030 Agenda for Sustainable Development.

DATA PROTECTION
General Regulation of Data Protection (EU) 2016/679 of European Parliament and Council of 27 April 2016.
General Regulation of Data Protection, Law n. 58/2019 of 8 August 2019.

3.
Institutional Context

Iscte was founded in 1972 as a public institution of university education, and in 2009 was established as a university institution of foundation status, which places its actions under the Legal Regime of Higher Education Institutions, the rules of degree and diploma attribution and the Statute of Career Teachers.

In 2019, the Institution implemented a new organizational structure, becoming a mid-sized public higher education institution (7th place in 13 IES, based on the number of Bachelor's and Master's students). The Institution is composed of the following autonomous organizational units: four Schools, sixteen Departments and eight Research Units (RI). It has more than 9000 students, more than 100 degree and non-degree courses, around 480 teaching staff (approximately 300 career teachers), around 270 technical and administrative personnel and 389 researchers involved full-time in Research and Development (R&D). Iscte has the highest level of efficiency among Higher Education Institutions (IES) in public education according to its ratio of students to technical and administrative staff. The institution also participates in three entities dedicated to transferring knowledge to society through the promotion of entrepreneurialism, consulting and executive education for private companies, public entities and non-profit organizations. These are AUDAX-Iscte – Centre for Entrepreneurialism and Innovation, INDEG – Executive Education and IPPS – Institute for Social and Public Policy.

The Institution is distinguished within the context of Portuguese university education by: i) the considerable weight it gives to post-graduate education, its programmes of which include more than 50% of its students; ii) its systematic practice of transferring knowledge and innovation to the larger world through direct relationships with public and private organizations; iii) its sustained development of research and connections within the various levels of post-graduate education and the provision of services; iv) its elevated degree of financial autonomy (57% of revenues in 2018 were produced by the university itself). Iscte's graduates also have a high rate of employability, with an average of 96% overall and 100% in some specific fields.

Iscte is part of the Iscte – University Institute of Lisbon Foundation, which is managed by the Board of Trustees. The organizational structure of Iscte includes independent units of teaching and research (schools, departments, research units and the Soft Skills Lab – LCT); university outreach units centered on interaction with affiliated entities; Social Action Services (SAS); and Central Services (Figure 3.3.1.). Services are internally organized around a hierarchical structure that includes the Office of the Rector and Central Services, which is made up of core structural units called Services (organized into Units and Centres) and various other Offices. The Regulation of Centralized Services of Iscte (Appendix 3, Table 3.1.) is available in Iscte's internal information portal (MyIscte) and the institution's website.

The divisions of Iscte are as follows:

› Governance: General Council, Rector and Management Council;
› Advisory: Senate, Ethics Commission, Advisory Council on Quality and Sustainability;
› Coordination of Academic and Pedagogical Activities: Academic Council and Pedagogical Council (respectively);
› Other Commissions and Positions: Student Ombudsman, Data Protection Commissioner, Director of Quality, Director of Sustainability, Commission for Sustainability and Quality Assurance, Commission for Curricular Analysis.

The composition and responsibilities of the university divisions and their organizational units are detailed in the Statutes of Iscte (Appendix 3, Table 3.1.). Iscte's organizational maps are available on the institutional website and in Appendix 2 (Figures 2.1. and 2.2.) of the MQ.

FIGURE 3.3.1.   General Macro-Organizational Chart of Iscte
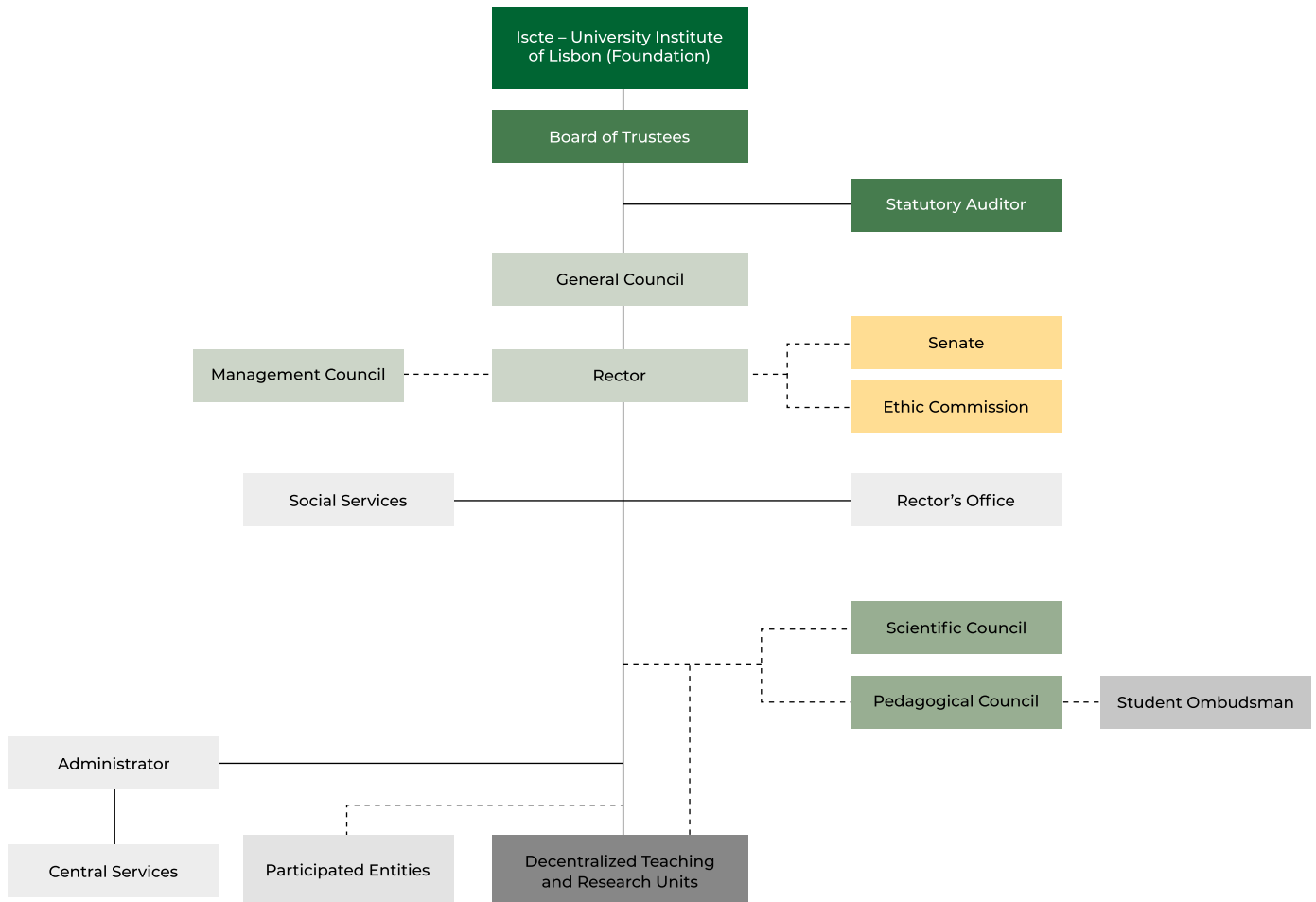
LEGEND

| Foundation's Governing Bodies | Central Coordination Bodies | Other University Bodies | University Extension Units |
| Governing Bodies | Consultative Bodies | Decentralized Organic Units | Organic Structures |

3.1. MISSION, VISION AND VALUES

The mission of Iscte is clearly defined in the 2nd article of the Foundational Statutes of Iscte – University Institute of Lisbon (Appendix to Decree-Law n. 95/2009 of April 27):

1. Iscte promotes the creation, transmission and dissemination of academic and technological knowledge in its domains of specialization;
2. Iscte places particular emphasis on academic research, post-graduate education and the transference of knowledge to society;
3. In the fulfillment of its mission, Iscte promotes the internationalization of its activities.

Iscte's contribution to society therefore consists of advancing the three domains of its mission at high standards of quality: education, especially at post-graduate levels, academic research and knowledge-transfer to society.

The academic and pedagogical identity of Iscte as an institution within the system of university education in Portugal is built upon the disciplinary areas that first established and continue to contribute to its reputation. These fields laid the groundwork of the university's foundation: Management, Finance, Accounting, Economics, Quantitative Methods, Anthropology, Social Psychology, Sociology, History, Political Science and Public Policy, Information Technology and Architecture. Our vision, as made apparent in the Strategic Plan of Action for the Quadrennium 2018-2021, seeks to move Iscte towards a higher level of quality and relevance, strengthening its profile as a university institution. The first priority of this vision is to promote Iscte's position in the university education system of the country through reinforcing and expanding its research activities and postgraduate course offerings. The second priority is to continually foster interdisciplinarity and collaboration with other higher education institutions both nationally and internationally.

In article 3, the Statutes of Iscte define the general principles that should guide the university's activity, organization and management (Regulatory Dispatch n. 11/2019):

Article 2 (General Principles)
1. Iscte is guided by the principles of intellectual freedom, promotion and recognition of merit and respect for academic ethics.
2. Iscte ensures freedom of scientific, cultural and technological creation in its diversity and free expression of orientation and belief, as well as the participation of all of its bodies in a common academic life based in the methods of democratic management.
3. Iscte is organized by and operates according to the principles of democracy, participation, autonomy, efficacy, efficiency and responsibility in the exercise of its professional and managerial roles.
4. Iscte manages its activities according to the principles of transparency and public accountability.

Further priorities of the institution include:

› Ensuring appropriate conditions for developing and disseminating knowledge, learning, expertise and innovation.
› Encouraging the wellbeing of all of its members, providing an environment favorable to study, work, research and personal development.
› Utilizing sound and innovative pedagogical practices, as well as rigorous, pioneering and original academic methods.
› Reinforcing (environmental, social and economic) sustainability policy in alignment with the 2030 Sustainable Development Agenda, thereby moving towards gains in efficiency, improving the quality of life on campus and contributing to a better future for humanity.

These principles inform the proposals integrated within the Plan of Action, especially its definition of the conditions needed for realizing a strategic action programme that prioritzes sustainability, openness to other countries and future projection. This task requires:

1. The creation of opportunities for enhancing the academic capacities developed throughout Iscte's history, as well as its demonstrated capacity to create new interdisciplinary combinations and respond to current problems;

2. Incentives for broader participation from all teaching and research staff in decision-making processes with more autonomy, transparency, responsibility, innovation and collegiality in the functioning of its different divisions;
3. The strengthening of institutional cooperation, primarily with other university-level educational institutions under the CRUP framework, but also with governmental and local authorities in the metropolitan area of Lisbon, with the objective of contributing to the improvement of the performance and internal and external images of the country's higher education system;
4. The prioritization of management that is prudent, responsible and balanced with regard to the legacy and financial resources of the institution, as well as the promotion of quality control in all domains.

Ethics represents an essential pillar of quality in teaching and research at Iscte. The Iscte Code of Academic Conduct underlines the set of general principles and guidelines for the actions and conduct of the members of the academic community in intra-institutional relations. This Code applies to all the members of academic community, including students, teaching and non-teaching staff, researchers and other project collaborators (irrespective of the nature of their contractual relationships with Iscte), visitors (who conduct activities at Iscte), and those who are connected to the university through other entities or institutions (Appendix 3, Table 3.1.).

The Code of Academic Conduct (Article 2) we emphasize the following values:

1. Autonomy and individual freedom in the production of knowledge without constraints, interference or restrictions, following article 13 of the Constitution of the Portuguese Republic;
2. Individual and collective responsibility, understood as the capacity to take action and accept consequences;
3. Tolerance and respect for diversity of opinions and beliefs;
4. Honesty, rigor and academic fidelity in all the areas included in the processes of teaching and learning or academic activity in general;
5. Active citizenship, awareness and social responsibility, which reflect and promote the principles of freedom, justice, dignity and solidarity.

Thus, the Code of Conduct and the Statutes of Iscte establish principles that support equality of opportunity at different institutional levels, including access to employment and professional advancement.

The Code of Ethical Conduct in Research aims to promote the fulfillment of the standards of ethics in the research realized at Iscte, and applies to all the research activities conducted by the members of its research units (Appendix 3, Table 3.1.).

Additionally, the Iscte Ethics Commission advises the Rector on ethical issues concerning Iscte activities in the areas of teaching and learning, academic research, provision of services to the community and institutional operations.

Conscious of the fact that corruption is a clear violation of the principles of ethics, public interest, transparency and justice, Iscte also has a Risk Management Plan for Corruption and Related Offenses, which is supported by an assessment tool that is used to identify the main risks of management and corruption associated with the institution's activities, as well as measures of prevention to adopt in order to minimize the impact of these infractions on the normal functioning of the institution (Appendix 4, Team 4.1.).

Institutional sustainability in its environmental, social and economic dimensions constitutes a central concern of the strategy of Iscte, and is incorporated into its management practices, teaching research, and outreach to other organizations and the larger society. Iscte aligns its activities with the 17 SDGs described in the 2030 Sustainable Development Agenda with an integrative perspective.

Besides including ethics, responsibility and sustainability in its formal regulations, Iscte seeks to contribute more broadly to the responsible and sustainable development of society through its central activities, providing an education oriented towards citizenship and active intervention in one's community, disseminating knowledge and putting forth innovative solutions for organizational, social and environmental problems.

3.2 EDUCATION, ACADEMIC AND CULTURAL PROGRAMME

Iscte fulfills part of its mission through a unique educational, academic and cultural program which focuses on quality and action. Iscte provides high-level education in all of its diverse and cutting-edge academic offerings, which include undergraduate and postgraduate training (Bachelor's, Master's, PhD and post-doctoral, as well as non-degree programs), postgraduate diplomas, specialized courses and life-long learning courses. For these purposes, Iscte provides formal support mechanisms for curricular revision and innovation, a fundamental element in maintaining quality in education.

Iscte participates in programmes and international networks, and seeks to contribute to the advancement of knowledge in its three major areas of specialization, providing its knowledge to other institutions, the economy and society in general. These activities and their results are also influence the design and revision of Iscte's educational programmes.

Academic research is a key component of the activity at Iscte, and is conducted at the highest level in a systematic and organized manner under an international applied frame of reference. The research done at Iscte contributes to public understanding of science and technology through actions aimed at spreading scientific and technological culture. One of Iscte's main strategies has been becoming model research for research with internationalized, high-quality academic output, which is monitored by indicators which measure the quality of the impact of Iscte's academic activity. This investment has resulted in an increase of international projection and a rise in Iscte's position in the world university rankings. The development of new areas of knowledge in line with the current strategic plans at a national level—i.e. centres of competition, clusters, municipalities and business and university associations—and taking advantage of existing community funds has enabled an increase in interdisciplinarity. This increase contributes to greater harmony with organizations, a heightened level of employability for graduates and, consequently, the continued development of the country.

With regard to the provision of services to the community, many connections have also been formed with national and international companies and organizations connected to the state and civil society through Iscte's teaching staff and graduates

Furthermore, Iscte seeks to provide proper conditions for the training, qualification and professional development of administrative and technical personnel, as well as to foster internationalization and cooperation on a cultural, academic and technological level. In support of this goal, the university provides mobility opportunities for students, teaching staff and researchers, as well as support for the international dissemination of their work. Iscte prioritizes the creation of cultural, academic and technological support agreements with other educational institutions and national and international bodies as a way of contributing to the improvement of the teaching provided and reinforcing partnerships that could enhance sustainable development (ODS17).

3.3. POLICY AND STRATEGY FOR QUALITY ASSURANCE

Iscte's policy of quality assurance is grounded in the intersection of its mission, vision and strategic goals. In developing and executing this policy, Iscte uses the set of strategic guidelines, objectives, actions, specific goals, indicators and targets described in the Strategic Plan of Action for the Quadrennium 2018-2021.

The implementation of the strategy delineated is detailed in the Annual Activity Plans (PAA), which specify the objectives, actions for development, performance indicators, target values, responsible parties and deadlines for completion for this task. These plans incorporate the schools, services/offices, bodies that coordinate academic and pedagogical activities, other autonomous organizational units and participating entities into their execution.

As an institution, Iscte has made a lasting commitment to quality assurance and continuous improvement in all of its activities conducted, based on a consideration of risks, opportunities and the needs of stakeholders. For this reason, and in alignment with the SDG16, Iscte makes a commitment to:

1. Promote a culture of quality throughout the various areas of the institutional mission: teaching and learning, research, interaction with society and internationalization;
2. Foster the involvement and active participation of internal and external stakeholders in the functioning of the institution, namely in defining and designing processes and SIGQ-Iscte according to the rules of the System's functioning, the normal management of the Institution and accountability;
3. Continually listen and seek to satisfy to the needs and expectations of stakeholders;
4. Invest in transparency in all the activities conducted within SIGQ-Iscte;
5. Build an institutional culture of quality and responsibility based in regular self-evaluation, self-regulation, and the controlled implementation of improvements resulting from these evaluations, involving relevant stakeholders and promoting clear and active student participation in this process;
6. Guarantee of the updating and certification of SIGQ-Iscte in accord with established national and international standards. These standards include a set of procedures and mechanisms for monitoring and evaluating self-regulations efforts aimed at fulfilling internal and external requirements and continuous improvement.
7. Ensure that risks and opportunities are identified, assessed and controlled to increase the efficacy of SIGQ-Iscte, obtain improved outcomes and prevent negative effects.

4.
Integrated System of Quality Assurance at Iscte (SIGQ-Iscte)

4.1. ORGANIZATION

4.1.1. Framework and Scope

SIGQ-Iscte is based on the European (ENQA) and national reference-points (A3ES) for quality assurance and the applicable legal regulations (described in Setion 2.2.) and sustains the values and culture of quality developed throughout Iscte's history. SIGQ-Iscte also manages the fulfillment of the requirements of ISO Regulation 9001:2015 (Section 2.2.) and the various professional associations related to courses taught at Iscte, including those in the areas of management (AACSB), technology (EUR-ACE) and public administration (ICAPA and EAPAA). As regards sustainability, SIGQ-Iscte is in line with the requirements of the ISO 14001:2015 and NP 4469:2019 Regulations and the Sustainable Development Goals (SDG).

The System plans for the creation of semiautonomous subsystems whenever strategic and necessary for the proper functioning of the Institution. Currently, SIGQ-Iscte is an integrated Quality-Sustainability system. The advantages of managing the ISO rules and the standards of quality and sustainability in an integrated fashion go beyond that an integrated vision for the SIGQ-Iscte processes, aiming at the continuous improvement of the services provided at Iscte. Iscte's current challenge consists of substantially enlarging SIGQ-Iscte's integration and developing the personal dimensions and the prosperity of sustainability, i.e. its social and economic components.

In scope, SIGQ encompasses all the components of public higher education: teaching and learning (undergraduate and postgraduate), research, interaction with society and internationalization. At Iscte, these efforts occur in the fields of: Management, Finance, Accounting, Economics, Quantitative Methods, Anthropology, Social Psychology, Sociology, History, Political Science, Public Policy, Information Technology and Architecture.

4.1.2. Relevant stakeholders (internal and external)

The quality assurance policy of Iscte places great importance on the participation of all relevant interested parties, internal and external, with the intention of guaranteeing that all the processes of Institution meet the needs and expectations of those parties.

Relevant internal stakeholders include (i) bodies of governance, management and scientific and pedagogical coordination; students; teaching staff and researchers; technical and administrative personnel; works council; and participating entities. External stakeholders include (ii) applicants; alumni; employers, suppliers and service-providers; concessionaries and tenants; regulatory institutions and government authorities; local community, partners and consortia. All stakeholders pose a significant risk to the sustainability of Iscte if their needs and expectations are not met. In order to guarantee the desired level of satisfaction of these parties, Iscte seeks to systematically identify, monitor and review the information available on them and their relevant needs (Appendix 5, Table 5.1.).

The methodology used to identify relevant stakeholders includes dialogue with different functional structures in the university (including the Advisory Council for Quality and Sustainability (ConCQS)), employers and alumni.

SIGQ-Iscte takes into account the input of these various actors who occupy different organizational levels and hold different degrees of responsibility (Appendix 6, Table 6.1. and Appendix 7, Table 7.1.). To ensure quality assurance in this respect, the complexity of the interactions between all parties involved at various levels is properly regulated and strategically guided and monitored.

The frequency and forms of involvement of stakeholders vary, depending on the level of analysis needed in each case. For analysis of curricular units, the participation of students and teaching staff is emphasized, while for global evaluation, priority goes to

participation of external stakeholders, students' representatives, teaching and non-teaching staff, and the directors of organizational and autonomous units (advisory and management bodies of the Institution). Besides direct involvement, the System also regularly considers the opinions of stakeholders through surveys, an established practice at Iscte.

The processes of strategic planning and quality assurance are supported by governing bodies, coordinating institutions and advisory organs, which evaluate the risks and opportunities of Iscte's activities, and by the involvement of external stakeholders through their participation in ConCQS. At the level of structure and middle management, quality assurance requires the consistent and continued participation of non-central units, central services and other participating entities.

In the case of students in particular, their involvement is significant in the governing and advisory bodies of the institution, namely the General Council, the Pedagogical Council, the Pedagogical Commissions of the Schools, the Annual Councils and ConCQS. The Students' Association of Iscte (AEISCTE) participates in the conversations around all issues of interest for students, and fosters their academic, cultural and physical development, contributing to their social, political, civic and democratic consciousness. The president of the Student's Association is part of the Managing Council by proposal of the Rector and nomination by the Board of Trustees.

Besides direct participation in pedagogical bodies and yearly councils, other more regular forms of student involvement include participation in pedagogical monitoring surveys, satisfaction surveys provided by services and mobility surveys.

In the case of former students, a specific unit exists for managing the relations of this group to the institution: the Iscte Alumni Club. This group is essential for facilitating for their involvement in matters of educational quality. These alumni have been involved in discussions about the skills needed for employment, partnerships between professors/researchers and companies and the needs of the workforce.

4.1.3. Organizational structure and responsibilities

The organizational model of SIGQ-Iscte (Figure 4.1.3) is built upon Iscte's existing structural units, and is specifically made up of:

› The Commission for Quality and Sustainability Insurance (CGQS);
› The Advisory Council for Quality and Sustainability (ConCQS);
› The Commission for Curriculum Analysis (CAC);
› The Office of Studies, Planning and Quality (GEPQ).

With regard to the coordination and management of SIGQ-Iscte and sustainability, the following positions also play a part:

› Vice-Rector for this area;
› Director of quality;
› Manager of quality;
› Director of sustainability;
› Manager of sustainability;
› Quality and sustainability stakeholders.

FIG. 4.1.3   Organizational Structure of SIGQ Iscte

Governance, Sustainability and
Continuous improvement

Vice-Rector for Information System and Quality

Teaching

Director and Manager
for Quality

Director and for
Sustainability

SIGQ Iscte

Quality and Sustainability
Liaison Person

Interaction with
society

Research

CGQS
Quality
Assurance and
Sustainability
Commission

ConGQS
Quality
Assurance and
Sustainability
Council

CAC
Curricular
Analysis
Commission

GEPQ
Studies, Planning
and Quality
Office

Resources

Internationalisation

External consultant

Community

COMMISSION FOR QUALITY AND SUSTAINABILITY ASSURANCE (CGQS)

RESPONSIBILITIES

› Propose institutional policy and strategic objectives for quality and sustainability to the Rector;
› Propose plans of action, procedures and structures for establishing SIGQ-Iscte to the Rector;
› Proposes a list of social and environmental issues that should be considered under the scope of sustainability to the Rector;
› Monitor the establishment of SIGQ-Iscte and respective plans of action;
› Ensure that SIGQ-Iscte fulfills the legal rules and criteria of regulatory entities;
› Ensure that the work of SIGQ-Iscte advances Iscte towards its defined goals for quality and sustainability;
› Analyze and deliberate upon the conclusions of the activity reports and data related to management review and propose steps for improvement;
› Assess proposals made on self-evaluation and institutional certification reports;
› Review the Quality Manual and present it for approval to the Rector.

COMPOSITION

› vice-Rector for this area (Chair);
› Administrator;
› President of the Academic Council;
› President of the Pedagogical Council;
› Director of Quality;
› Director of Sustainability;
› Manager of Quality;
› Manager of Sustainability;
› Quality and Sustainability Stakeholders of the Schools.

FUNCTIONS

› Hold semesterly and *ad hoc* meetings by decision of the respective President;
› Meeting invitations with agendas should be made at least eight calendar days before the date of a given meeting;
› The decisions of the CGQS will be recorded in minutes prepared by the GEPQ and made available on the Internet;
› The President of the CGQS may invite directors of other units when their participation is considered relevant to the materials under discussion.

ADVISORY COUNCIL FOR QUALITY AND SUSTAINABILITY (ConCQS)

RESPONSIBILITIES
› Ensure that quality and sustainability policies include the contributions of internal and external stakeholders, and bear in mind the sustainable development of Iscte;
› Ensure that quality and sustainability policies and objectives reflect the culture and values of Iscte and are appropriately linked to the strategy and activities of the Institution, taking into consideration the rules and criteria of regulatory entities.

COMPOSITION
› Rector (Chair);
› Vice-Rectors and Pro-Rector(s);
› School directors;
› Research unit directors;
› Presidents/directors of participating entities;
› Members of CGQS;
› Student Ombudsman;
› President of the Ethics Commission;
› President of the Iscte Alumni Club;
› Quality and sustainability stakeholders;
› Data protection officer;
› President of Iscte Students' Association;
› Representatives of employers of Iscte graduates (four);
› Representatives of public and social entities (four);
› External members in the area of quality (two)
› External members in the area of sustainability (three);
› Alumni (two from each Iscte school).

FUNCTIONS
› Meet once per year ordinarily or more in extraordinary situations by decision of the Rector;
› Meeting invitations with agendas should be made at least fifteen calendar days before the date of the meeting;
› The recommendations of the ConCQS will be recorded in minutes prepared by the GEPQ and made available on the Internet;
› External stakeholders are reelected every 4 years
› The President of the ConCQS may invite senior and/or mid-level officers to meetings when their participation is considered relevant to the materials under discussion.

COMMISSION FOR CURRICULUM ANALYSIS (CAC)

RESPONSIBILITIES
› Ensure that the curricula under construction and the courses offered in Iscte's programmes conform to standards of quality assurance, rules of regulatory entities and the policy and strategy of Iscte for institutional quality and sustainability;
› Monitor the self-evaluation and follow-up processes of all operational educational cycles, and assess the proposals made in self-evaluation reports and their proposed measures for improvement.

COMPOSITION
› Vice-Rector for the area (Chair);
› Vice-Rectors for the areas of teaching, quality, research, internationalization and human resources;
› President of the Academic Council;
› President of the Pedagogical Council;
› School Directors.

FUNCTIONS
› The Commission is led by a member of the Rectory team specialized in this area;
› Meet twice a year ordinarily or more in extraordinary circumstances whenever there are proposals for creating or altering curricula;
› The President of the CAC may invite Programme Directors to meetings when their participation is considered relevant to the materials under discussion.
› The recommendations of the CAC are recorded in minutes which are prepared by SGE-UGC and made available on the Internet;
› The CAC receives technical and administrative support from SGE-UGC.

OFFICE OF STUDIES, PLANNING AND QUALITY (GEPQ)

The GEPQ is a logistical support structure for SIGQ-Iscte coordinated by the Quality director. Also included in this structure are the Quality Manager(s) and the Sustainability Manager(s).

RESPONSIBILITIES:

› Provide technical and administrative support for the divisions of SIGQ-Iscte;
› Manage the process of implementing quality assurance and self-evaluation;
› Manage the collection, systematization and analysis of information about quality and sustainability;
› Manage the connection between SIGQ-Iscte and the other structural units of Iscte;
› Manage the connection between SIGQ-Iscte and the external entities related to quality and sustainability management and assurance;
› Support organizational units in completing self-evaluations;
› Prepare institutional self-evaluation reports;
› Continually update the indicators and information about SIGQ-Iscte;
› Other responsibilities within the scope of SIGQ-Iscte.

DIRECTOR OF QUALITY

RESPONSIBILITIES:

› Work directly under the Vice-Rector for the area in implementing the policies and objectives defined;
› Work in connection with the Director of Sustainability on integrating Sustainability into SIGQ-Iscte;
› Promote general awareness of quality assurance and its requirements at Iscte;
› Ensure the plans of SIGQ-Iscte are conducted with the requirements of the systems and the objectives of quality assurance in mind;
› Provide analysis of the results related to the pursuit of quality assurance goals;
› Ensure that the integrity of SIGQ-Iscte is maintained when alterations to its structure are planned and implemented;
› Provide management for the regular operations of SIGQ-Iscte.

QUALITY MANAGER

RESPONSIBILITIES:
› Work directly under the Director of Quality in the operational implementation of the quality assurance policy and objectives;
› Work in connection with the Sustainability Manager on integrating sustainability into SIGQ-Iscte;
› Ensure the completion of the specific operational tasks for quality management related to the requirements of the general control of documents and records, internal and external audits, non-compliances, corrective and improvement measures, praise, suggestions and complaints;
› Keep the Quality Director informed about any operational situation that could impact SIGQ-Iscte;
› Be willing to support the Services, non-central organizational units and the Quality and Sustainability stakeholders in performing their operational responsibilities as concerns their influence and impact upon SIGQ-Iscte.

DIRECTOR OF SUSTAINABILITY

RESPONSIBILITIES:
› In general, coordinate the principles, strategic direction, objectives, goals, activities and implementation of sustainability at Iscte;
› Work in connection with the Director of Quality on integrating sustainability into SIGQ-Iscte;
› Ensure the establishment, implementation and maintenance of sustainability at Iscte in conformity with the applicable standardization requirements, namely but not exclusively the ISO14001 Regulation as it applies to all organizational levels of the institution;
› Report on the performance of sustainability at Iscte to the Rector, including the environmental performance and the institution's opportunities for improvement;
› Support the CGQS in the activities and tasks associated with the environmental and sustainability performance of Iscte;
› Manage, in connection with the GEPQ, the certification process for the Environmental Management System (SGA).

SUSTAINABILITY DIRECTOR

RESPONSIBILITIES:

› Work directly under the Director of Sustainability in the operational implementation of the policy and objectives defined for sustainability at Iscte;

› Work under the Director of Quality and in connection with the Quality Manager on integrating sustainability into SIGQ-Iscte;

› Ensure the completion of the specific operational tasks for quality management related to the requirements of the general control of documents and records, internal and external audits, non-compliances, corrective and improvement measures, praise, suggestions and complaints;

› Keep the Director of Sustainability informed about any operational situation that could impact the sustainability efforts at Iscte;

› Be willing to support the Services, non-central organizational units and the Quality and Sustainability stakeholders in performing their operational responsibilities as concerns their influence and impact on sustainability at Iscte

› Initiate the certification process for the Environmental Management System (SGA).

QUALITY AND SUSTAINABILITY STAKEHOLDERS

SIGQ-Iscte also stipulates that each service/unit, office, school, research unit and participating entity will designate a representative on issues of quality and sustainability. This designation is made by the respective immediate superior. These individuals will be known as the interlocutors for quality and sustainability for their organizational division in continual connection with the GEPQ.

RESPONSIBILITIES:

› Stimulate practices of quality and sustainability within their organizational division, promoting the implementation of quality and sustainability policy and the achievement of objectives based on the mission and vision of Iscte;

› Continually monitor the issues of quality and sustainability in their organizational division, ensuring that eventual situations of non-conformity are recorded and communicated to the GEPQ for their knowledge and support for resolution;

› Ensure that the support documentation for quality and sustainability assurance is identified and kept up to date by their organizational unit, reporting this information periodically to the GEPQ;

› Ensure availability for participating in periodic meetings for quality and sustainability coordination promoted by the GEPQ and the Sustainability Director, working in teams towards improvement and promoting the implementation of the steps for improvement identified in these meetings;

› Follow the quality and sustainability audits done in their organizational units, collaborating with the GEPQ to implement the steps for improvement that arise from these audits.

4.1.4. PROCESS APPROACH

SIGQ-Iscte is focused on the needs of stakeholders. It oversees the activities and use of resources relevant to these needs, and intervenes in the various macro-processes that make up the mission of the institution.

SIGQ Iscte is regarded as a set of interrelated process-es, and is based on the PDCA (Plan, Do, Check, Act) cycle, which is used in order to improve its efficiency. These processes include the identification, definition and management of a set of related activities, and the determination of the resources needed to properly exe-cute these activities. These actions are also monitored and evaluated by SIGQ Iscte with a variety of metrics and indices that measure the achievement of pro-posed goals. Risk-based thinking underlies all the processes that fall under SIGQ-Iscte's jurisdiction, which increases the probability of efficiently and effectively achieving its goals and reaching the tar-gets defined for the Institution.

The process map (figure 4.1.4.1) illustrates how the pro-cesses of SIGQ Iscte are organized and classified. These processes fall into three categories: integrative, core and support.

1. INTEGRATIVE MACROPROCESSES
Governance, sustainability and continuous improvement

These processes determine the structure of manage-ment at the institution, that is, the commitments and responsibilities of Iscte in view of its Supervisor, the Board of Trustees and its stakeholders. This structure also includes Iscte's strategic priorities and forms of internal action as they apply to core and support pro-cesses, primarily in the preparation and approval of PEs, PAAs and the Integrated Activity and Management Reports (RIAG) of the institution, its services and offic-es. Further macroprocesses include the activities of institutional planning and governance, monitoring and continuous improvement, and sustainability in its envi-ronmental, social and economic dimensions.
For their importance and broad-spanning nature, the integrative macroprocesses are vital to SIGQ-Iscte. They are also responsible for the enforcement of Iscte's val-ues in other processes, which promotes the coherency of the entire institution.

2. CORE MACROPROCESSES
Teaching and learning, research, interaction with society and internationalization

These processes represent the fundamental compo-nents of the mission and strategy of Iscte, and are of value to the students, researchers, administrative and technical personnel and other stakeholders, as well as society. These processes are derived from the integra-tive processes, and operate with the resources made available by the support processes, in order to ensure quality assurance in teaching and learning, research, interaction with society and internationalization.
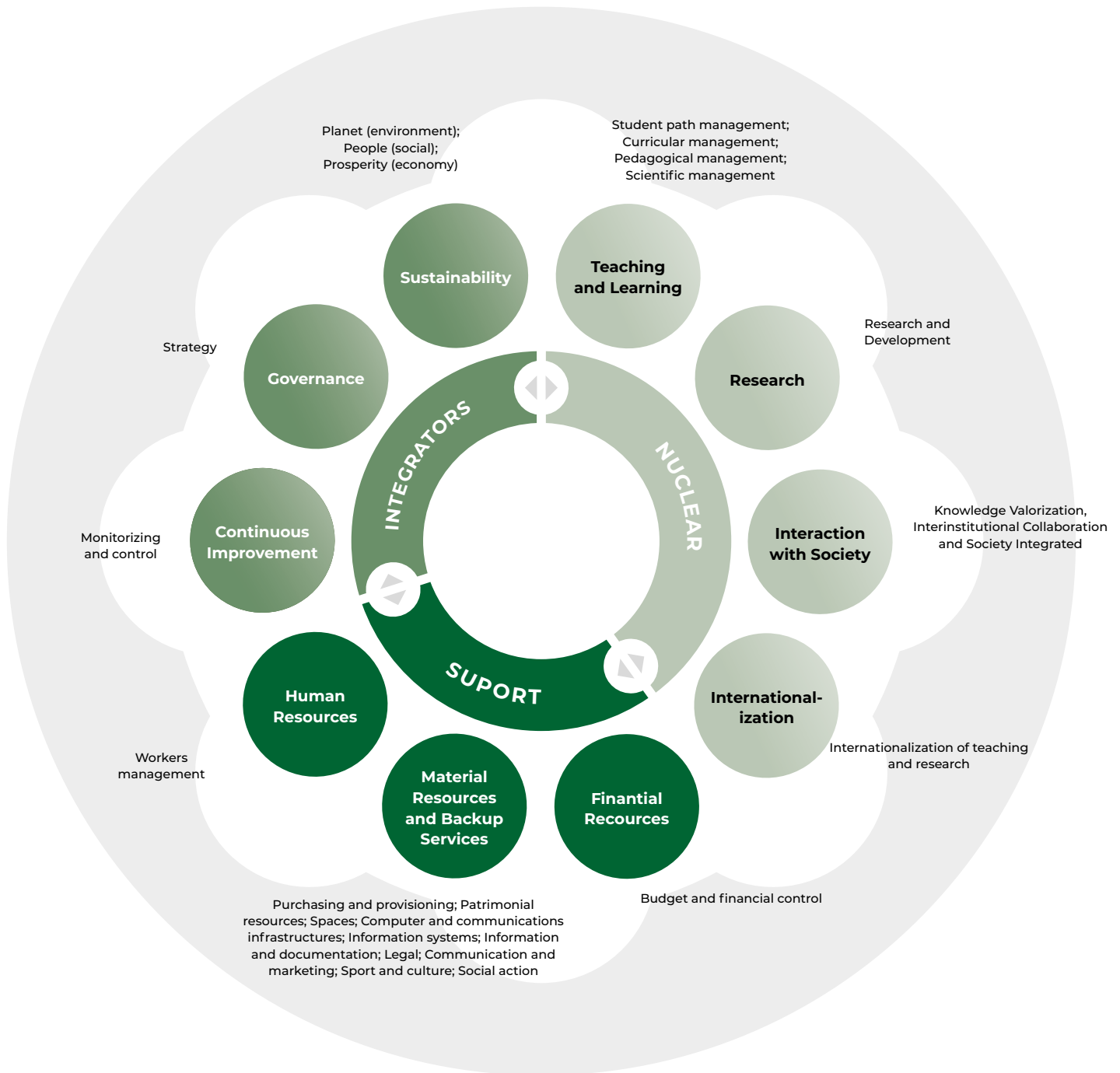
3. SUPPORT MACROPROCESSES
Human resources, financial resources, material resources and support services

These processes are essential for realizing the core and integrative (strategic) processes of Iscte at a desira-ble level of quality, in keeping with current European and international standards and the applicable legal requirements. These processes include all those nec-essary for the provision of resources, which include: human resources, financial resources, material resourc-es and support services. These processes are derived from directions of the strategic, integrative processes, and interact with the core processes to make the proper and necessary resources available for their assurance of quality.

The inputs, outcomes, supporting documents and individuals responsible for each of the macroprocess-es described here are listed in Appendix 8 (Table 8.1). These macroprocesses are in keeping the A3ES require-ments (Appendix 9, Table 9.1.) and the ISO9001:2015 and ISO14001:2015 Regulations requirements (Appendix 10, Table 10.1), and supported by activities and procedures that put the quality assurance policy into action. The list of procedures under the scope of SIGQ-Iscte can be found in Appendix 11 (Table 11.1). Quality assurance procedures are also available on the Internet according to the decision of the service coordinator.

FIG. 4.1.4.1   Process Map of SIGQ at Iscte

Planet (environment);
People (social);
Prosperity (economy)

Student path management;
Curricular management;
Pedagogical management;
Scientific management

Research and
Development

Strategy

Knowledge Valorization,
Interinstitutional Collaboration
and Society Integrated

Monitorizing
and control

Internationalization of teaching
and research

Workers
management

Purchasing and provisioning; Patrimonial
resources; Spaces; Computer and communications
infrastructures; Information systems; Information
and documentation; Legal; Communication and
marketing; Sport and culture; Social action

Budget and financial control

Sustainability

Teaching
and Learning

Governance

Research

INTEGRATORS

NUCLEAR

Continuous
Improvement

Interaction
with Society

SUPORT

Human
Resources

Internationalization

Material
Resources
and Backup
Services

Finantial
Recources

4.2. QUALITY MONITORING

4.2.1. INTEGRATIVE MACROPROCESSES

4.2.1.1. GOVERNANCE

Quality assurance in Iscte's governance makes up a fundamental component of SIGQ-Iscte's responsibilities. This process determines the institution's commitments and responsibilities in view of its Supervisor and stakeholders. It establishes the strategy guidelines of the Institution and the manner in which they are planned, organized and directed. It also determines how these processes and activities are monitored, paying attention to their efficiency and efficacy so that they might contribute to the 16 SDGs.

At the institutional level, the Rector prepares and presents the mid-range Strategic Plan of Action as well as the action plan of its mandate for the quadrennium to the General Council for approval. With the support of the PE, the Rector is then responsible for submitting the PAAs and the Budget to the General Council for approval (before November 15). These documents define the objectives, actions and targets to be pursued in the following year, with an estimate of the associated costs. The PAAs of Iscte include the Annual Plans of Activity and Budgets of the different organizational units and services/offices. These, in turn, are based on the proposed strategy guidelines in the PE and the activities defined in the PAAs of Iscte.

Iscte publishes an RIAG before March 31 about its activities in the different areas of its institutional mission and its financial management in accord with the official rules in effect.

The GEPQ is responsible for preparing the RIAG, with its basis in the reports given by different organizational units and services/offices and other institutional performance indicators, namely those regarding teaching and learning. The Report details the execution of the PAAs, describing the degree of completion of the different strategy guidelines related to the aspects of Iscte's mission and its strategic objectives. Based on the RIAG, the governing bodies of Iscte, in partnership with the advisory bodies, analyze the degree to which the proposed objectives and targets were achieved in the given

year, and host a larger discussion about these topics for teaching staff, students, and technical and administrative personnel. The General Council and the Board of Trustees are both responsible for approving the RIAG of Iscte. In the quality assurance procedure Planning and Monitoring of Iscte Activities (PQ. GPSQ.08), the methodology for this planning and monitoring are defined. In order to foster and ensure the involvement of the internal community in defining and evaluating the activities at Iscte, throughout the year, the rectory staff also holds regular meetings with:

› The Directors of the schools, with whom they monitor and analyze the central aspects related to the planning of teaching activities and their implementation and monitoring according to the objectives determined in the PAAs;
› The Directors of the research units, with whom they analyze the issues related to projects, finances, competition and functioning, and monitor the progress of these activities;
› The Directors of participating entities, with whom they analyze the completion of planned activities, quality assurance procedures and the connection to Iscte's objectives;
› The Directors of the departments, with whom they analyze the implementation of activities and completion of the various components of their academic plans;
› Directors of services/offices and student representatives, to discuss and analyze subjects of general interest and present the level of completion of the PAAs.

Besides these meetings, which ensure vertical integration and horizontal teamwork, the remaining bodies, including the advisory councils, meet with the Rectory staff periodically or whenever deemed necessary.

4.2.1.2. SUSTAINABILITY

SUSTAINABILITY POLICY AT ISCTE

Iscte recognizes its institutional responsibility to promote sustainability in its various dimensions in an integrated and holistic manner aligned with the 17 Sustainable Development Goals of the United Nations. The SDGs are grouped into 5 main categories known as the 5P, all of which are essential and necessarily interconnected: People, under which the majority of social aspects fall; Planet, which includes the primarily environmental aspects; Prosperity, which argues for a long-range view of economic development for all communities; Peace, without which none of the other dimensions are achievable; and Partnerships, as a way of creating and disseminating the best results. SIGQ-Iscte, besides recognizing the importance of all of these dimensions, encompasses semiautonomous systems for the first three aspects, as described below.

These dimensions are reflected in the Strategic Plan of Action for the Quadrennium 2018/2021 in strategy guideline 7- Promote the strategic development of the institution, and Strategy Objective 23 – Identify societal challenges and relevant interdisciplinary domains.

Under the mission defined for SIGQ-Iscte, in the context of its educational, research and social outreach activities and respecting the limits and intrinsic opportunities in human and natural ecosystems, Iscte makes a commitment to:

1. Involve, in an inclusive and participatory manner, the Iscte community and other stakeholders in defining, implementing and evaluating the actions leading to the improvement of the institution's performance in the various dimensions of sustainability;
2. Create, transmit and share academic knowledge related to sustainability in the fields of Management, Finance, Accounting, Economics, Quantitative Methods, Anthropology, Social Psychology, Sociology, History, Political Science and Public Policy, Information Technology and Architecture, training highly qualified professionals with the skills to understand their responsibilities and create opportunities for improvement, generating positive impacts on the environment, society, and the economy;
3. Commit to environmental protection and respect the principles of social responsibility in the strategic plan and annual activity plans, enacting ethical and transparent conduct to fulfill the institution's mission both locally and globally;
4. Improve Iscte's environmental impact, adapting the management of support processes and campus operations to reduce resource-use and the production of waste and emissions, preventing pollution and improving quality of life on campus;
5. Manage the aspects of social responsibility and their respective impacts, undertaking actions of control or influence;
6. Fulfill and respect applicable legal requirements, as well as additional requirements that Iscte decides to support or implement in the various dimensions of sustainability;
7. Continually evaluate and improve Iscte's performance through monitoring measurable indicators and completing regular audits;
8. Continually improve SIGQ-Iscte (quality, environment and social responsibility) to enhance its performance.

The first step towards sustainability from an institutional point of view occurred in 2012 with the establishment of a taskforce dedicated to the university's social responsibility. in 2016 a sustainability project involving a set of steps for the improvement of the institution's sustainability performance was established, which included the implementation of an Environmental Management System at Iscte and the certification of this System in 2018. in 2019 Iscte joined the Portugal SDG Alliance, an initiative of the UN Global Compact Network Portugal, thus affirming its commitment to working towards the achievement of the Sustainable Development Goals.

PLANET DIMENSION (ENVIRONMENT)

The Environmental Management System (SGA) was developed in a multidisciplinary project in partnership with the Columbus Association, the University of Gothenburg and the University of Aveiro. Under the framework of this project, Iscte defined the scope of the System's application, its context, stakeholders and environmental aspects from a life-cycle perspective, its action plan, and its internal organizational model. The internal organization of the SGA is described in Section 4.1.3. under the scope of SIGQ-Iscte. For evaluation of legal conformity, Iscte regularly performs surveys focused on the applicable legal requirements.

SCOPE, CONTEXT AND STAKEHOLDERS

The Environmental Management System at Iscte falls under the scope of SIGQ-Iscte, as described in Section 4.1.1. of the Quality Manual.

The activities conducted at Iscte are both determined by and influence a set of external and internal issues, which should be shaped by the needs and expectations of stakeholders and consider the physical limitations of the campus. The issues of context frame the scope of the SGA. These are broken down into general conditions, environmental conditions affected by the actions at Iscte and environmental conditions that affect Iscte's activity.

The general conditions include restrictions related to (i) the need for greater involvement and participation of the entire Iscte community; (ii) its need for raising community awareness about efficient use of natural resources (materials, energy and water) and the reduction of waste and harmful emissions; (iii) its need to broadly integrate topics of environmentalism and sustainability into the courses offered at Iscte; (iv) the minimal flexibility for altering curricular structure under the accreditation processes, though an increased sensitivity to concerns of sustainability is noted (which is partially reflected in modes of evaluation); (v) the reduced budgetary margin for incentives for research and updating curricula; (vi) the culture of communication that remains based in paper-use, with the respective consumption of material resources and energy and the production of wastes and emissions; (vii) the need to incorporate a global vision for reducing environmental impact in the processes of acquisition and purchase; (viii) the configuration of the Iscte campus, with various buildings that were need planned with a vision that integrates sustainability into the installed technical systems.

The environmental conditions affected by the activities at Iscte include (i) the use of natural resources (fossil fuels, water, materials); (ii) the production of wastes and emissions resulting from the operations of the campus and university-related travel; (iii) the sonic emissions occurring due to the regular activities and events organized on the campus; (iv) the construction work related to the maintenance, restoration and expansion of the campus.

The environmental conditions that affect the activities at Iscte include (i) the air quality in the urban environment; (ii) climate change (extreme climate events that could influence the activities on campus); (iii) the ambient noise caused by the circulations of automobiles and Iscte's position in a zone close to the aerial navigation of routes of the Lisbon airport.

The set of stakeholders whose needs and expectations should be evaluated under the scope of the System includes the members mentioned above in Section 4.1.2. of this Manual.

The physical limitations associated with the SGA are the Iscte campus on Av. das Forças Armadas, including the Sedas Nunes, Ala Autónoma and Edifício II buildings and the exterior space and green areas.

The SGA is based upon the integrative, core and support processes needed for the performance of Iscte's activities, defined under SIGQ-Iscte for the entire university campus. Specifically, it is aligned with SDGs 4, 7, 11, 12 and 13.

SIGNIFICANT ENVIRONMENTAL FACTORS

Iscte has defined a set of 14 environmental factor that it can control or influence, as well as their associated environmental impacts, among which 11 have been determined to be significant environmental factors (*):

1. Energy use (electricity and natural gas) (*);
2. Consumption of potable water;
3. Use of material resources and products;
4. Sourcing (*);
5. Movement, travel and stay (*);
6. New construction and restoration;
7. Hosting internal and external events (*);
8. Waste management (*);
9. Research (*);
10. Teaching and learning (*);
11. University outreach (*);
12. Training/Dissemination/Communication (*);
13. Movements to and from the campus (*);
14. Risk management and security.

For each environmental factor identified, a diagnostic test was performed, and plans of actions were defined with specific indicators for monitoring, actions to be taken, targets to reach and individuals responsible.

PEOPLE DIMENSION (SOCIAL)

The social dimension of sustainability at Iscte seeks to consider the impacts of the institution's decisions and activities on its own community and society overall. This dimension includes concerns for equity and social justice, the empowerment of the members of the academic community and the integration of students into higher education based on the principles of ethics and transparency that contribute to sustainable development.

The structured promotion of the activities related to this topic started in 2012 with the creation of the Taskforce on University Social Responsibility (RSU) for participants in the U-Benchmarking Club about RSU, which was promoted by Columbus Association and the ORSALC (Regional Social Responsibility Observatory for Latin America and the Caribbean). The initial objective was to identify and share best practices in the domain of university social responsibility.

In January 2017, Iscte joined the collaborative network ORSIES – Social Responsibility and Higher Education Institutions Observatory, a project launched by the Student Forum in partnership with the State Secretary of Higher Education as a result of their participation in the National Meeting on Social Responsibility and Higher Education Institutions that occurred in December 2016.

In 2019, the System of Social Responsibility Management (SGRS) was established and developed, with active participation of the broad Social Dimension group and the internal community of Iscte. This collaborative effort produced the revision of the Sustainability Policy for Stakeholders, identified different aspects of social responsibility and defined a plan of action.

This plan of action was prepared considering some of the contributions that were received from various actions which had already been taken (meetings, training), some internal and external documents (the results of a survey of organizational climate, requirements and the results of rankings like the Times Higher Educations, required by NP Regulation 4469:2019, among others).

SCOPE, CONTEXT AND STAKEHOLDERS

The Social Responsibility Management System at Iscte falls under the Framework of SIGQ-Iscte, which is described in Section 4.1.1. of the Quality Manual.

The set of stakeholders whose needs and expectations should be considered within this System include the members described above in Section 4.1.2. of this Manual.

SOCIAL RESPONSIBILITY FACTORS

The aspects of institutional decisions, relationships and activities that cab affect society have been identified, with special consideration for SDGs 1, 3, 4, 5, 8, 10 and 16. 12 Social Responsibility factors have been enumerated, with 10 designated as significant (*), 5 of which are also connected to the SGA:

1. Governance of organizations (*);
2. Human rights (*);
3. Labour practices (*);
4. Sourcing (*);
5. Consumer – Information, training and education for sustainable consumption;
6. Development of society;
7. Reception and Integration (*);
8. Social Emergency (*);
9. Research (*);
10. Teaching and learning (*);
11. University outreach (*);
12. Training/Dissemination/Communication (*).

For each social responsibility aspect, plans of action with indicators, goals, targets and responsible teams have been defined.

PROSPERITY DIMENSION (ECONOMIC)

This dimension refers to the impacts of the decisions and activities of Iscte on the economic condition of its stakeholders, as well as the economic systems that exist at local, national and global levels.

With the objective of ensuring prosperity in alignment with the 2030 Agenda, Iscte seeks to contribute directly and indirectly through its actions to the promotion of an inclusive, sustainable economy in which all may find employment and decent work and where inequalities within and among countries are diminished. This goal can be achieved through building an inclusive and sustainable industrial system strongly rooted in innovation and increasingly inclusive, safe, resilient and sustainable cities (in alignments with SDGs 8, 9, 10 and 11).

Iscte has defined the following strategic objectives for the Prosperity (Economic) dimension of sustainability:

› To contribute to the economic growth of the country directly by progressively increasing the rate of purchase of goods and services produced in Portugal and indirectly through the economic impact of its activity in its community;
› To promote the employability of its students by continually improving the processes of support for employment and students' access to internships in Portugal and abroad;
› To contribute to the creation of jobs and decent work, reinforcing the material related to entrepreneurialism, creativity and innovation in its teaching and research activities;
› To foster teaching, research and outreach that promotes economic productivity within a sustainable and inclusive economy with diverse sectors of activity (including tourism, financial institutions and industry, among others);
› To contribute to the development of Small and Medium Businesses founded upon responsible management through teaching, research and community relations;
› To strengthen academic research and contribute to the improvement of the technological capacities of the different sectors of the economy;
› To contribute to urban sustainability and participatory and inclusive systems of planning and management through teaching, research and community relations.

4.2.1.3. CONTINUOUS IMPROVEMENT

SIGQ-Iscte has various mechanisms for evaluation and continuous improvement based on a systematic analysis of the various reports produced for the institution, as well as the suggestions of the individuals responsible for its various programme, its pedagogical commissions, the directors of each school and other intervening stakeholders. Through analysis of the fulfillment of procedures related to teaching, the periods of registration and the rigor of the information produced about teaching activities (summaries, planning, rankings, reports) have been substantially improved. The mechanisms in place have also allowed for a systematic review and improvement of the various regulations on teaching and research, as well as on financial management and general functioning.

The processes of internal and external evaluation to which Iscte periodically submits itself are further mechanisms through which SIGQ-Iscte is monitored, evaluated and continually improved.

The accreditation of all programs at Iscte by A3ES required the participation of teachers, students and technical and administrative personnel, which enabled the identification of various areas for improvement, the measures of which were implemented. Furthermore, this process enhanced the Iscte's community's internalization of the relevance and utility of quality assurance in university education.

Iscte obtained the certification for SIGQ-Iscte along with those from A3ES in 2015 for the maximum outlined period of six years, without any restriction. This experience increased Iscte's commitment to systematic revision of its procedures, improvements and various rules, including the revisions of the QM. In the follow-up report prepared for SIGQ-Iscte in 2016, the general development of the systems and the steps for improvement implemented by Iscte following the CAE Report from 2015 were presented. The preparation of the follow-up report relied on the contributions of the internal community—teaching staff, researchers, students and technical and administrative personnel, as well as various external stakeholders.

Iscte has also received external institutional evaluation from the USA, which was conducted at two separate times: 2013 and 2016. This process also required the Iscte community to reflect in a broad and generalized

manner on the various areas covered by the Institutional Evaluation Programme, and identify further steps for improvement to implement. The USA reports are available on the Iscte site. In 2018, Iscte was accredited as an Instituition in its entirety by A3ES for the maximum outlined period of 6 years.

Also within the scope of this strategy, Iscte has pursued the accreditation of the majority of its programs by international agencies, i.e. AACSB and the Association of MBAs (AMBA) for programs in the area of management, and EUR-ACE for the engineering courses. Iscte has implemented the standards of quality of these agencies, continuing the development and improvement of SIGQ-Iscte. In the area of management, Iscte Business School was accredited in 2016 by AACSB for the maximum period of five years. This process was particularly important, among other reasons, for the relevance it attributed to the learning goals and institutional learning that occurred in its execution. In the case of EUR-ACE, two undergraduate programs and two Master's programs were certified for the maximum period of six years. In the field of public policy, Iscte is a member of the International Association of Schools and Institutes of Administration (IASIA) which implemented a system of international accreditation by EAPAA and ICAPA, to which Iscte submitted its Master's in Public Administration in 2017.

During recent years, Iscte has also been the subject of other specialized external audits done by official entities like the Court of Auditors, the Inspector General of Higher Education and the Ministry of Finance. The final reports confirmed the efficient completion of the procedures and pointed out some very specific aspects for improvement, which have been systematically addressed.

Since 2008, Iscte has obtained the Certification under ISO Regulation 9001 every year, and since 2018 has also received the certification under ISO Regulation 14001. In this area, Iscte conducts three audits yearly: two internal and one external. These audits allow the university to identify potential non-conformities and create opportunities to generate improvement and define other procedures (PQ.GPSQ.04 – Audits and PQ.GPSQ.01 – Management of Non-Conformities and Improvement Opportunities).

The processes of monitoring, evaluation and revision of SIGQ-Iscte are completed by CGQS, with the technical support of GEPQ. GEPQ is responsible for the maintenance of SIGQ-Iscte, which includes creating and altering its procedures, recording incidents, non-conformities, corrective measures and steps for improvement, evaluating of risks and opportunities, planning and monitoring internal and external audits performed under ISO Regulation 9001, managing documents, data and records (PQ.GPSQ.02. Documented Information), and managing praise, suggestions and complaints. Yearly, GEPQ includes a chapter on Quality, Sustainability and Rankings into the RIAG, with has the primary aim of presenting the main activities conducted within Quality Management and evaluating the performance of SIGQ-Iscte according to the results of its surveys (from students and stakeholders), evaluations and audits conducted at Iscte and feedback from various members of the community. This chapter also collates the praise, suggestions and complaints received. The CGQS is responsible for monitoring SIGQ-Iscte's execution and proposing improvements to include in the PAAs in the following year by submission to the General Council.

4.2.2. CENTRAL MACROPROCESSES

4.2.2.1. TEACHING AND LEARNING

Following the practices used in the best universities, as well as the recommendations of principal agencies, the Iscte MQ includes the essential procedures and standards of quality assurance that pertain to teaching and learning, thus seeking to strengthen Iscte's contribution to SGD 4. This Manual features a rigorous explanation of these factors on account of the high level of detail which external entities recommend in this regard. However, this explanation does not overlap with the remaining areas for which the references for quality assurance has already been established.

In the macroprocess of teaching and learning, the following processes are highlighted, which will be described hereafter: 1) management of students' academic careers, 2) curriculum management (creation, alteration and accreditation of programmes), 3) pedagogical management and 4) academic management.

MANAGEMENT OF STUDENTS' ACADEMIC CAREERS

The academic career of its students (from the attraction of new students and their acceptance to their integration into the professional world and follow-up) represents one of Iscte's primary concerns. Part of Iscte's institutional mission is to place students at the center of the university. Iscte seeks to provide conditions for academic adaptation, which requires the learning of multiple skills as well as personal and ethical development, aiming to bolster the employability of its students and their ability to fulfill the aspirations of their professional, personal and social lives.

Iscte invests in attracting new students by continually improving its promotional strategies in order to reach more students and new audiences (Appendix 3, Table 3.1. – Regulation for the evaluation process for attendance of Higher Education for those older than 23). The implementation of student recruitment policies at Iscte varies among its different levels of study, but is structured around three strategic axes: i) continued strengthening of the institutional reputation in its different fields of activity; ii) critical concern for academic and pedagogical quality; iii) communication activities. The pursuit of the two primary axes falls with the overall policy of quality, emphasizing the international accreditation of different programs and institutional accreditation with a view towards attracting better students of Portuguese and international origin. On the other hand, the third axis is promoted by the Office of Communication (GC) in collaboration with the schools, which translates into a variety of marketing and communication actions.

Entry into undergraduate programmes follows the criteria established in the Regulation of the National Access Competition (CNA) and Entry into Higher Education for Matriculation and Enrollment (PQ.SGE.01 – Academic Path for Students through CNA). At all levels of study, the application, registration and enrollment processes are done through Fénix. Analysis of applications at the level of post-graduate training is based on previously defined and published criteria, which specify the appropriate ratio of applicants per spot. The selection criteria, defined by a commission for application analysis, include grade point average in prior levels of education, professional experience, interviews, and evaluation of knowledge, skills and motivations for study.

Concerning the reception of new students, Iscte hosts different activities to facilitate their adaptation and integration. The Welcome Day is an innovative event that promotes the integration of undergraduate students in all Schools and includes the participation of second- and third-year students (as mentors), teaching staff (tutors), former students (alumni) and the directors of various companies and institutions. The Welcome Day at Iscte is organized in partnership with AEISCTE and the four schools of Iscte. At the end of each year, a report is given that includes a proposal for identifying steps of improvement to introduce in the following year. At the beginning of each academic year, the schools also host welcome sessions for new students at all levels of study with a view towards their integration into the academic community.

Every year, the GEPQ releases an online survey for new students at Iscte with the objective of learning their motivations for pursuing their studies, the sources of information that led to their choosing Iscte and the factors that attracted them to Iscte and their specific programme (Appendix 12, Table 12.1.).

The regulations for academic, scientific and pedagogical management are available on the internal information portal, the communication portal on Fénix and the Iscte website. In the case that a student has special educational needs (NEE), Iscte has a policy of inclusion and integration, which operates according to the value of supporting for students with NEE. The unit responsible for the management of this policy is the Office of Support for Students with NEE (GNEE), which is included in the Office of Student Advising (GAA) of SAS, in direct partnership with the Pedagogical Council. The statute for students with NEE has been developed by the Pedagogical Council through analysis of the situation of these students in collaboration with the GNEE and/or a Specialized Commission of the Pedagogical Council. The reformation of this Commission may be requested whenever there are needs for pedagogical adaptation or other such changes which justify it at hand. The GNEE meets with the student to assess and identify their specific needs and prepare a report that explains the support necessary in this case.

Iscte also maintains a Buddy System, a mentorship programme aimed at international students on exchange programmes at Iscte and Iscte students in preparation for future exchanges. This programme is conducted by the International Relations Unit (URI) and represents Iscte's first peer-support project. The mentor, designated here as the "buddy," functions as a primary contact

for students on international exchanges, even before their arrival.

Iscte's institutional structure also includes the SAS, which provides social support for students and refers them to external entities for psychological support if necessary. The Research Units also host receptions for students, which integrate them into the units' academic activities, making them eligible to participate in research projects and receive research grants, for example. The PALOP Buddy Mentoring Project is a further opportunity, aimed at supporting the integration of students who have arrived recently from the PALOP countries, as a way of decreasing the initial challenges they face. This programme takes on a facilitating role in receiving and integrating these students into the social, academic and cultural worlds of Iscte, with a view towards increasing their independence.

Iscte's concern for fighting against scholastic underachievement and withdrawal is reflected in the PE by defining strategic goals, actions, indicators and specific targets to achieve. The Pedagogical Council invests in the continuous improvement of the structures of pedagogical support and seeks to monitor and analyze the academic success of its students at different levels of education in order to collaborate in defining strategies for promoting their success.

In order to encourage student success, Iscte awards the merit and efforts of individual students, both at the beginning and end of their studies, through the attribution of awards of academic excellence (including entry awards; finalist awards; merit diplomas and the Silva Leal award, among others). The rules defined for attributing these awards are outlined in the regulations for attributing awards of Excellence to Bachelor's, Integrated Master's students and regular Master's students, as well as first-year Master's students at IBS, which are published on the school website.

Iscte's schools have a mission to support the integration of students into the job market, as well as to guide students through their professional career. Among other functions, the Units of Technical and Administrative Support (UATAS), in collaboration with the other relevant services at Iscte, are responsible for ensuring the placement and monitoring of students in curricular and non-curricular internships, the organization of recruitment events, the establishment of contacts and management of agreements with external

entities for promoting the employability of graduates, the establishment of partnerships leading towards the continued academic and pedagogical improvement of School activities, cooperation with businesses in publishing employment announcements and the realization of counseling and professional skills-training sessions. In connection with the teaching staff, the UATAS also support the hosting of study visits that provide greater opportunities for students in develop skills in the field.

Yearly, the GEPQ conducts surveys to monitor the entry of Iscte graduates into the professional world with the goal of determining the overall employability of graduates and their paths to entry into the labour market during the first year after their studies. Periodically, the employers of former students are also surveyed in order to determine their opinions on Iscte graduates (Appendix 12, Table 12.1). The results are published on the Iscte portal, and enable the academic commissions of each department/school to make proposals for altering the programme structures in place (PQ.GEAPQ.06 – Monitoring the Entry of Graduates into Working Life).

CURRICULUM MANAGEMENT: CREATION, ALTERATION AND CANCELLATION OF PROGRAMMES

Iscte seeks to manage its programmes efficiently and effectively and makes a constant effort to update these programmes through analysis of the job market, as well as ensures their conformity with the guidelines of national and international accreditation agencies. This work requires making frequent adjustments to the structure of the various programmes; these changes include the substitution of some courses, the alteration of courses and the creation of new courses. Defining the procedures for creating, altering and cancelling programmes is essential for maintaining standards of quality in teaching (PQ.SGE.AGCAD.01 – Evaluation and Accreditation of Cycles of Study; PQ.SGE. AGCAD.02 – Curricular Restructuring).

SIGQ-Iscte provides various mechanisms for support of curriculum revision. The following actions are relevant to the processes of creating, altering and cancelling programmes:

› Following the guidelines defined in dispatches from the Rectory and the abilities of the different units at Iscte with regard to this material;

› Involving the programme directors and academic and pedagogical coordination units (both in the schools and departments and the central administration) in the process, as well as the Commission for Curriculum Analysis;

› Collecting and considering the contributions of former students, employers and other relevant stakeholders through the results of studies and meetings;

› Fulfilling the procedures for monitoring pedagogical quality, evaluating and accrediting programmes, altering programme structures and creating courses, as well as the procedures related to teaching and learning, which are under the jurisdiction of ISO Regulation 9001;

These monitoring instruments aim at the continuous improvement of teaching quality through the periodic review of their results and the degree to which their objectives were completed.

PEDAGOGICAL MANAGEMENT

Quality assurance in teaching and learning at Iscte is focused on continual curricular innovation regarding the skills and outcomes of learning and problem-centered education, moving beyond the traditional curricular organization based in individual academic areas. On account of this innovation, students' capacities of active learning, critical spirit and teamwork are encouraged, which increases the efficiency of learning at Iscte. In alignment with the 2015 SDGs, Iscte also seeks to promote students' personal autonomy and responsibility for their learning, leadership and academic careers, as well as their accountability and ability to demonstrate the skills they have developed, including the values of citizenship and integrity, which are evaluated by high-quality teaching staff and through rigorous and well-validated mechanisms.

Innovation in pedagogical practices has been promoted through the development of pilot-projects that combine current programme structures with new perspectives, optimize active learning, include research components and make use of educational technologies, namely e-learning, b-learning and m-learning. In this regard, Iscte has sought to foster the participation in teaching staff in pedagogical training activities related to new models of teaching and learning optimized with technology.

At the beginning of each academic year, the Pedagogical Council is responsible for drafting and publishing pedagogical guidelines for teaching staff and students that include the following elements: the code of academic conduct, the academic calendar; schedules, plans and records of activities, teaching and learning methods, evaluation of learning, pedagogical monitoring, prizes and awards and social action/financial aid (only for students).

Monitoring the quality of teaching and learning is done through a multi-level framework which seeks to gather and then combine all evaluations performed and create semesterly and/or annual reports from them. These reports are produced with due consideration of the specificities of each of the components under review. This process monitors the evaluations done at each of the following levels: Course (Curricular Units), Programme and School. At each level, the reports are guided by the benchmarks presented in this Manual. For each Organizational Unit, the coordination of the quality assurance processes for education are the responsibility of the Directors, who also consult with the Academic and Pedagogical Commissions (in the case of the Schools), according to the rules specified in this Manual and the common guidelines provided by the CGQS.

The GEPQ provides technical support in this process, namely with respect to gathering the various surveys related to teaching. The Office of Information Systems Development (GDSI) supports the production and online publication of the majority of this information. Through the Academic Management System Fénix, GDSI provides support in gathering the pedagogical monitoring surveys for students and teaching staff in a pre-defined format, as well as providing open spaces for comments and suggestions for improvement.

Course (Curricular Unit)
Teaching and learning at Iscte are organized into courses or curricular units, which represent the foundations of the structure of each programme. The monitoring of curricular units is an essential element of the process of quality evaluation. This monitoring assesses the fulfillment of the learning goals of the programme, the processes of teaching and the involvement of students in learning and continuous improvement.

The Curricular Unit File (FUC) is the responsibility of the course coordinator, who can choose up to 3 SDGs

to associated with each course. The FUC is made publicly available in Portuguese and English by September 15 after its approval by the ECTS coordinator of its respective department. An FUC includes the following components.

›   Code; name; acronym; language of instruction; course level (undergraduate, master's or doctoral); prerequisites;
›   General objectives;
›   Learning goals;
›   Programme;
›   Demonstration of coherence of CU objectives with programme content (internal information);
›   Evaluation process;
›   Teaching and learning process;
›   Demonstration of the coherence of teaching methodologies with the learning goals of the CU (internal information);
›   Observations;
›   Basic and complementary bibliography.

The Coordinator of each CU produces self-evaluation reports (Curricular Unit Report (RUC)) that briefly detail their overall evaluation of the functioning of each CU and define plans for improvement whenever the outcomes are considered unsatisfactory. The RUC should be concluded within a maximum deadline of one month after the closure of the book of terms for the normal period and be prepared in its own file to be made available online on the academic management system for the entire Iscte community. It will contain all the existing information in the system about the CU, including primarily: the requirements for the functioning of the CU and expected future problems, the pedagogical practices utilized and the evaluation outcomes. In sum, the RUC includes:

›   Curricular Unit Dossier (DUC), which includes:
›   FUC (excepting internal information);
›   Teaching staff;
›   Schedules;
›   CU Planning;
›   Enrolled Students;
›   Academic Results of Students:
    – Distribution of grades of students who passed;
    – Attendance of students by type of class
›   Evaluation of Curricular Unit:
›   Student satisfaction:
›   Results of final evaluation;
›   Evaluation of CU by Coordinator:

–   Opinion of teaching staff on the functioning of the curricular unit;
–   Follow-up: Degree of completion of proposals for steps for improvement presented in the prior version of the curricular unit;
–   Analysis of the strong points and those to be improved in the curricular unit;
–   Measures to implement in the following session of the curricular unit.

Between the fourth and fifth week of classes, a midterm monitoring of the semesterly CUs will be performed in order to determine if the course may proceed with alterations in due time, minimizing or eliminating the negative consequences of potential irregularities in functioning. The interim monitoring will be done by a set of students (in undergraduate and master's programmes), coordinated by a respective class delegate. The Coordinator of the Year/Programme will initiate the process, after which the evaluation should be submitted by the class delegates.

The Council of the Year is held between the fifth and sixth week of classes, and involves students and teachers in the analysis and discussion of the functioning of Curricular Units starting after midterm evaluations. In this meeting, the Council establishes measures for efficient improvement to be implemented throughout the course of the semester. The Council of the Year is brought together by the Coordinator of the Year, with the knowledge of the Programme Directors, and aimed at to the Teachers and Class Delegates of that year. The Pedagogical Council defines the procedure for this process (PQ.CP.02 – Pedagogical Monitoring – Midterm).

Each semester, the GEPQ releases a pedagogical monitoring survey about the teaching and learning process to gauge the satisfaction of the students (Appendix 12, Table 12.1.). This survey includes various questions in two distinct categories: 1) general information about Iscte and 2) specific information about Curricular Units and their teachers. The latter includes questions related to the functioning of a given CU, the student's evaluation of their own performance in the CU and the performance of the CU's teacher(s). The general questions include prompts related to the student's satisfaction with Iscte and their degree programmes, as well as to the university's comparison with other Higher Education Institutions in Portugal and the probability that the student will recommend Iscte to a friend or family member. In the second semester survey,

this category also asks for the student's opinion on the most positive aspects of their programme, the aspects that might be improved, and SIGQ-Iscte, as well as the physical spaces, resources and services that Iscte offers.

Participation in this survey is not mandatory, and students answer the questions about their specific CUs and professors as those classes end. The survey can only be submitted after the students has answered the general block of question for all their CUs, as well as those regarding at least one teacher for each CU. The results of the CU and of the student's self-evaluation in it are uploaded onto the RUC by the GEPQ 30 days after the closure of the survey.

The GEPQ is responsible for monitoring the results of the teaching and learning process. There are three possible outcomes in this process: unsatisfactory, when the class deviates significantly from the objectives and goals laid out for its process of teaching and learning; adequate, when the class approximates the objectives and goals defined; and excellent, when the class significantly exceeds its objectives, goals and other institutionally defined criteria. As stated previously, the Curricular Unit constitutes the foundation of the process of teaching and learning at Iscte. Therefore, within the scope of SIGQ-Iscte, identifying the curricular units and teachers that receive excellent and unsatisfactory results is a essential task.

An excellent result[1] occurs when the class and teacher receive the following results in a pedagogical mentoring survey:

› A median score of 8 or above (on a 0-10 scale) o the question "Overall, what was your degree of satisfaction with this teacher?".

The regulation of the Pedagogical Awards defines the remaining criteria for determining a teacher/CU pair's eligibility for a prize, the specific procedures for each version and the individuals responsible for the logistical support of their realization. Establishing the list of Teacher/CU pairs eligible for prizes as well as the delivery of this list to the Office of the Rector for subsequent dissemination is the responsibility of the GEPQ.

An unsatisfactory result[2] occurs when the following conditions are fulfilled:

› Teacher/CU Pair: averages lower than the midpoint of the scale (3 on a 1-5 scale; 5 on a 0-10 scale) in at least two of the four questions: "Overall, what was your degree of satisfaction with this teacher?"; "Teacher explained the materials of the CU clearly"; "Teacher clarified students' questions adequately" and "Teacher stimulated students' interest in the CU."
› Curricular Unit: averages lower than the midpoint of the scale (5 on a scale of 0-10) for the question "Overall, what was your degree of satisfaction with this CU?"

Among other criteria that may be defined by the Permanent Commission of the Pedagogical Council, these results are analyzed and recommendations for improvement are made whenever there is a representative number of responses. The GEPQ produces a list of the curricular units and Teacher/CU pairs for improvement, which is sent to the Rector and the Pedagogical Council, as well as to the respective CU coordinators and department/school directors. The Pedagogical Commission of each school defines a plan for improvement – when applicable and in partnership with those responsible for the CU – and the Pedagogical Council monitors its implementation and dissemination (PQ. GEAPQ.05 – Pedagogical Monitoring – Final).

A pedagogical audit is an instrument for promoting quality and education, and makes up part of a strategy of analyzing and diagnosing the causes of unsatisfactory results and developing recommendations for the resolution of the problems identified.

The Pedagogical Council may decide to conduct pedagogical audits in the case that unsatisfactory results for a CU and/or teacher/CU pair resulted in suggestions for improvement twice consecutively or that a plan of actions for said results was not defined. In a meeting of the Permanent Commission of the Pedagogical Council, this body may also decide to conduct other pedagogical audits that are duly founded and justified.

Pedagogical audits are conducted by an Audit Team named by the Pedagogical Commission of the School

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1   Requires 10 or more respondents for a given CU .
2   Requires 5 or more respondents for a Teacher/CU pair.

of the teacher. This team consists of two teachers of recognized skill and pedagogical experience (one of which must be in the department of the teacher being assessed) and one student. The Pedagogical Commission of the School will communicate that the Audit Team has been established to the Permanent Commission of the Pedagogical Council. The Audit Team then defines a plan for the pedagogical audit at their first meeting; that plan will consist of the procedures, steps, indicators, data sources and deadlines for completion of the audit. These decisions are then expressed in minutes with the knowledge of the Pedagogical Commission of the School and the Pedagogical Council.

In the pedagogical audit, weak points, strong points and steps for short- and long-term improvement are identified. Actions to develop and best practices are also suggested. Within 30 business days of the conclusion of the Audit, the Audit Team produces a Pedagogical Audit Report in which it both identifies the causes of the unsatisfactory results and defines recommendations for resolving the problems identified. This report is sent to the Pedagogical Council, which in turn send it to the individual being audited with request of response. After receiving a response from the audited individual, the Pedagogical Council defines steps for improvement, including corrective actions, actions for improvement and their respective deadlines, which are presented to the Rector for approval and implementation. The Rector then decides and responds to the Pedagogical Council, which monitors the plan of action thus defined (PQ.CP.03 – Pedagogical Auditing).

Programme
In relation to the evaluation of degree programmes (courses), the system requires a Course Self-Evaluation Report (RAC) each year, submitted for the perusal of the Pedagogical Commissions of the Schools. This report is based on the curricular unit reports and other indicators from the Iscte information system, and includes a prospective critical analysis of the aspects fundamental to the success of the programme. This analysis must include the following aspects:

› Identification of the programme;
› Description of the teaching staff and their evaluations of the functioning of the CUs;
› Descriptions of the students and their evaluations of the functioning of the CUs;

› Results (academic outcomes, level of internationalization; other results);
› Follow-up (degree of completion of the steps outlined for improvement in the prior academic year);
› Analysis of strong points and points for improvement in the programme (related to the academic year under analysis);
› Concrete steps to implement in the following year;
› General comments.

Completion of the first four points of the Course Report is automatic, or the responsibility of the services/offices. The Course Director must then complete the following points: other results, follow-up, analysis of strong points and points for improvement in the course, steps for improvement to implement and general comments.

The finalization of this report is the responsibility of the course Director and must be completed on Fénix before January 31 of the civil year following the academic year under analysis. The report will then be available in the academic management system for consultation.

School
The School Director is responsible for preparing a Plan of Activities and Budget (PAO) and an Activity Report (RAU) each year. The Plan of Activities and Budget identifies activities to complete, indicators and targets, duly aligned with the strategic objectives of the institution, as well as presents other activities, new initiatives for implementation and the budget. The Activity Report describes the actions completed within the School, and is based upon the course reports of each school and other existing indicators from the Iscte information system. This report should be published before March 15 of the civil year following the academic year under analysis. This report should include the following aspects:

› Strategic fundamentals of the school (Mission, Vision, Values)
› Descriptions of the school's various bodies;
› Evidence of the activities completed by the school and its framework in the PE;
› Outcomes of school for PE indicators;
› Demand for programmes (applications and acceptances);
› Students connected to the school;
› Tuition billed;
› Accreditations;

› Scholastic success (educational efficiency and rate of degree completion);

› Employability of graduates (rates of employment);

› Indicators of internationalization (courses taught in English; curricular units in foreign languages; students of foreign nationality; students on exchange; internationalization of teaching staff);

› Research (members of research centres; financial support; publications; projects);

› Human resources connected to the school;

› Partnerships established;

› Self-evaluation and external evaluation procedures and their results (A3ES accreditations; other accreditations; position and progress in the rankings);

› Follow-up: degree of fulfillment of steps for improvement proposed in previous academic year;

› Analysis of strong points and points for improvement;

› Concrete steps to implement in the following year;

› Main strategic priorities for the future.

The Academic Commission and Pedagogical Commissions of each school will analyze these activity reports, and announce the aspects considered relevant under the scope of their abilities. These reports are approved and published by the bodies responsible for this purpose.

ACADEMIC MANAGEMENT

Quality assurance in teaching and learning at Iscte is also anchored in the quality of its teaching staff. This stable body is academically qualified, highly capable according the foremost international criteria, and specialized in the areas of education which the Institution offers.

The proper management of this staff is ensured by the plan for the distribution of teaching services. According to the Regulation on Teaching Services at Iscte (Appendix 3, Table 3.1), teaching services are made up of various components:

› Pedagogical activity, which includes education, supervision, mentoring, training, tutoring and other such acts necessary for fulfilling the academic mission of the institution;

› Research, which encompasses activities related to the production of knowledge, discovery and original findings, technological development, cultural creation, methodological development and other similar objectives, as well as integration into academic and professional networks and the dissemination of academic findings;

› Services to the Institution, which are defined as actions resulting from participation in bodies of university management, juries, ad hoc commissions, institutional promotions, new student recruitment and other activities necessary for the regular functioning of Iscte;

› Activities of knowledge-transfer and university outreach, which include actions directed toward study and the resolution of community problems.

Teaching staff profiles have been defined following objective and equitable criteria for full-time/exclusive teachers, which are based upon the components mentioned above (Appendix 3, Table 3.1.). With respect to the academic component, the allocation of teachers' time is based on the hours they spend lecturing and following-up with students as well as their time dedicated to supervising master's dissertations and projects.

Every year, a plan for teaching services is created according to a duly formalized procedure (PQ.CC.SGE-AGCAD.01 – Plan for Teaching Services) to ensure appropriate management for the teaching staff of Iscte and enhance the academic and pedagogical components of the various programmes offered by the Institution. Iscte's Regulation of Teacher Performance Evaluation is connected to the Regulation of Teaching Services, and establishes the rules and procedures for this evaluation with regards to educational, research, university management and outreach activities (Appendix 3, Table 3.1).

Teacher performance evaluations are conducted in triannual periods, complemented by annual monitoring, and are based on the goals determined by the Rector. Iscte has its own platform (i-meritus) linked to its academic, research and management information systems (Fénix, Ciência-IUL and SAP), which enables the automatic integration of the large majority of the information needed for this evaluation (PQ. GEAPQ.09 – Teacher Performance Evaluation at Iscte).

4.2.2.2. RESEARCH

RESEARCH AND DEVELOPMENT

At Iscte, academic research occurs in its eight Research Units, which cover all the areas of knowledge at Iscte

and are granted scientific, administrative and financial autonomy. The Institution also has an Office of Research Support (GAI) which is responsible for organizing, fostering and publicizing the activities of these units, which include scientific output, the application and management of research projects (PQ.GAI.02 – Management of Research, Development and Innovation projects), the promotion of academic activities and the monitoring of those activities. Iscte's quality assurance procedure (PQ.REITOR.02 – Monitoring of Research Activities) describes these activities and their monitoring in order to support the achievement of research objectives, a vector of the mission of Iscte.

Research activities are aligned with the policies of quality assurance at Iscte and the SDGs. Within Iscte's Strategic Plan of Action, the PAA specifies the activities through which the strategy for research in connection with education can be put into practice. According to the structure of those plans, these goals will be achieved through actions with specific targets that follow the designated standards of quality and function as indicators for monitoring the activities of the research units. SIGQ _Iscte also follows the Foundation for Science and Technology rules (FCT) for gathering indicators and preparing periodic reports, which are necessary for the monitoring of research units and their external evaluation.

The eight Research Units of Iscte enjoy self-regulation and have PAAs framed within the institutional plan. Their research teams are composed of researchers (who, according to the FCT, must have doctorates), associate researchers, research assistants and research fellows. The Research Units publish Activity Reports which provide information on: i) the degree of completion of PAAs; ii) the achievement of objectives; iii) the efficiency of administrative and financial management; iv) the movements of researchers and the composition of the research teams; v) ongoing and completed projects; vi) indicators of scientific output; vii) indicators of the internationalization of their activities and researchers; viii) partnerships; ix) and the procedures of internal and external evaluation and their results.

The Research Units have advisory boards with external members (External Commission for Academic Advising), which assess their activity reports and suggest measures of improvement. The RIAGs of these Units include the performance indicators outlined in the PAAs of Iscte. The GAI gathers and systematizes this information and sends it to the GEPQ for integration into Iscte 's RIAG. These reports represent the basis of the initiatives for improvement in research development at Iscte, which are incorporated into the PAAs.

Iscte promotes the incorporation of research into teaching, primarily within undergraduate education, seeking to ensure that all students receive direct experience in research activities. For the achievement of this objective, various measures have been implemented, including: i) the creation of regulations in this area for all research units; ii) financing in the form of introduction to research grants; and iii) connections between this process and the doctoral programmes. The introduction to research grants aims to promote professional development and skill-building for students enrolled full-time as undergraduates in academic, pedagogical and technical areas related to student education. In the doctoral programmes, education and research are systematically intertwined through the partial management of these programmes by the Research Units. Iscte also provide internal scholarships to students in various doctoral programmes, who are received into the Research Units to participate in their scientific activities. With regards to teaching, there are furthermore various curricular units that afford students direct access to research, allowing them to realize their own research projects. All students are also encouraged to attend symposiums and conferences aligned with their interests and research topics that take place within and outside of Iscte.

The research units and their researchers are the direct recipients of funds granted by the Rectory, which include: i) research project overhead (a part of which goes the unit); ii) academic funds provided to all career faculty; iii) funding for supervising an additional number of master's dissertation and doctoral thesis; iv) pedagogical awards; and v) academic awards.

Academic awards represent a relevant and impactful aspect of our academic policy for the promotion and valorization of research. They are given annually to teachers, researchers and students who publish articles in academic journals in the Web of Science or Scopus indexes which are ranked in the first or second quartile of articles. This policy, in place since 2010 at Iscte as a whole, have caused a sustained increase in the number of articles published by members of the institution, thereby contributing to its internationalization and the global reputation of its research.

The awarding of academic prizes is managed by the GAI, which is responsible for ensuring the correct distribution of the funding provided by Iscte and the fulfillment of the legislation in effect (PQ.GAI.01 – Academic Award Management).

Research is also integrated into the performance evaluations systems for teachers and researchers according to the regulation related to the Performance Evaluation of Researchers at Iscte. This regulation establishes indicators of academic activity with the support of the i-meritus and Ciência-IUL portals, in which academic publications and projects can be ranked according to the SDGs.

All the Research Units assign representatives for quality assurance and sustainability to the SIGQ-Iscte, similarly to the rest of the organizational units and services/offices. These representatives function as facilitators for quality and sustainability practices, promoting the implementation of quality assurance and sustainability policy and the completion of its goals, based always on the mission and vision of Iscte.

4.2.2.3. INTERACTION WITH SOCIETY

VALUING KNOWLEDGE, INTERINSTITUTIONAL COLLABORATION AND SOCIETAL OUTREACH

The mission of Iscte includes community service and transfer of knowledge as one of the foundations of its academic activity, on par with education and research. This area includes continuing education as well as the application and public appreciation of the knowledge created in the academy. In this area, knowledge is primarily used to develop specific training adapted to concrete necessities, realize innovative projects and support studies and consultations. The university works to create value for and improve the performance of companies, public institutions and the country. Through these efforts, it generates financial and academic resources for itself that enable the further development of its central mission and contribute to sustainable development (SDG17).

In the case of Iscte, which places great emphasis on areas of knowledge that can be practically applied, providing services to the community enables its contribution to the resolution of concrete problems of companies and public institutions, provides resources for

its educational and research activities to draw upon and supports its most fundamental academic areas. Developing projects with outside institutions also provide students with an easier transition into the workforce and business world.

One fundamental dimension of Iscte's policy for community services is the Institution's collaboration at multiple organizational levels with three (private law) affiliates: INDEG, IPPS and AUDAX. These units create a connection between the university and society, dedicating themselves to transferring knowledge to society through promoting entrepreneurialism, consulting and executive education, not only for private companies, but also for public agencies and non-profit organizations. Through this transfer, two primary aspects are emphasized. Firstly, in the area of the social sciences, there is an established practice of applied public policy research, which focuses on various domains and parts of the cycle of defining and implementing policy. Secondly, through these affiliates, a vast set of activities have been developed that include training aimed at corporate executives (as well as at public administration and tertiary sector officials) support for local development projects in collaboration with local authorities and non-governmental organizations (NGOs) and support for founding start-ups and spin-offs. Iscte's mission of knowledge-transfer in the area of engineering is also demonstrated through its registration of patents.

One part of the knowledge-transfer activities at Iscte is developed by the research units. Each of these units includes topics in its research agenda that are relevant to current problems. Furthermore, they also include innumerable activities in their actions plans for disseminating and promoting knowledge, community service and education and training for varying audiences.

The Observatories at Iscte (one for Inequalities; the other for Emigration) and those that collaborate with Iscte (EurWORK – European Observatory of Working Life, European Employment Observatory (EEO), Portuguese Observatory of Cultural Activities (OPAC), and Observatory for Families and Family Policy (OFAP)) are independent structures associated with the research units that place an emphasis on topics of special importance to contemporary society. The staff of these observatories address only their respective areas, contributing to the advancement of academic knowledge and the transfer of knowledge to society, for example, by defining and evaluating public policy.

Iscte has also been investing recently in their participation in networks and partnerships within the scope of quality assurance and sustainability (Appendix 13, Table 13.1).

Iscte ensures the formalization of quality-assurance practices within its affiliates by hosting regular meetings between the Rectory and these entities, while maintaining respect for their autonomy. The culture of quality within these affiliates is visible in their different models of integration, including more autonomous models which requires only the affiliate's certification and regulated connection with SIGQ-Iscte, as well as mixed models, in which SIGQ-Iscte is the affiliate's foundation, but they retain autonomy with regard to implementing new methodologies adjusted to their own needs. All the curricular units with credits provided by these affiliates follow the normal approval sequence for CUs/degree programmes at Iscte; that is, they are accredited and subject to the same mechanisms of quality assurance. Teaching staff may participate workshops held by these entities with the approval of the Rector. Furthermore, for each affiliate, representatives for both quality and sustainability have been named, who encourage the culture and practices of quality assurance in their entities and benefit from participation in the workshops in the area of quality assurance that are hosted at Iscte.

The University Sports Management Unit (UGDU) has the main responsibilities of promoting, managing and hosting sports programming at Iscte in collaboration with the Students Association, as well as with the residents of surrounding areas in some situations. Athletics are encouraged through programmes that foster regular sports practice and competition, seeking to promote educational success and healthy lifestyles. These initiatives are evaluated through the use of satisfaction surveys that are reported to upper management.

It is important to also mentioned that activities hosted by AEISCTE, Student Groups and alumni. Iscte is working to encourage participation in its Iscte Alumni Club and hold a yearly meeting to promote strategic partnerships and international promotion.

The monitoring and evaluation of the activities that involve interaction with society happen primarily within the process of preparing Activity Reports. In these annual reports, the research units, teaching units and affiliates or other entities associated with Iscte include analyses of the extent to which they reached their objectives and goals with respect to interinstitutional collaboration, societal outreach, knowledge-transfer and the promotion of culture and quality of living within their communities. These reports also include surveys and analysis of the indicators provided in the PAAs related to this aspect of Iscte's mission. Iscte's Integrated Activity and Management report considers the various aspects of its mission and includes the most important outcomes with regard to exterior relations, which are realized by various structures, organizational units and affiliates.

4.2.2.4. INTERNATIONALIZATION

INTERNATIONALIZATION OF TEACHING AND RESEARCH

The internationalization of teaching, research and outreach to society (including student and teacher mobility) represents a cross-cutting priority of Iscte's development strategy. Concerning this area, Iscte's Strategic Plan and respective PAAs include a set of objectives that aim to increase its internationalization. In turn, the reports of the organizational units and affiliates are included in the objectives and indicators of the PAAs with regard to the internationalization of their activities. The RIAG at Iscte also presents an analysis of the outcomes achieved in this area through interinstitutional relations and its own fulfillment of the outlined objectives and targets for internationalization of teaching, research and interaction with society, as well as student and teacher mobility.

Efforts towards internationalization are made according to three interconnected plans: the independent plans of the departments and schools, the strategic plan provided by the Rectory and the plan for cooperation with other higher education institutions and the government. These plans address the activities of teaching, attracting foreign students and research.

Iscte's internationalization strategy is founded upon a set of concrete objectives, including: i) reinforcing its international reputation for educating students; ii) contributing to the improvement of its international position (through rankings, accreditations, and general reputation); iii) increasing the revenue obtained through its international activities (number of international

students, services provided internationally, research projects); iv) increasing the cultural diversity of its teachers and technical personnel; v) retaining teaching and non-teaching staff by offering international career opportunities; and vi) exploring the opportunities created by the Statute of the International Student.

Iscte also promotes actions that support the increase of its integration into networks and the reinforcement of its international partnerships and the internationalization of research, as well as increases in the number of classes taught in other languages, the number of dual degree and joint degree programmes, the number of international teachers and researchers and the number of international students. By drawing on new channels of communication, Iscte promotes an updated and attractive image of itself, thereby developing national and international reputation, among other things.

The internationalization of teaching and research is strategically organized by the centre of the Institution, and is achieved flexibly by the autonomous organizational units. The Rectory staff includes a division dedicated to the area of internationalization, and the academic services include the International Relations Unit (URI). The URI is responsible for fostering international relations and promoting Iscte's international image; it manages the Erasmus programmes and mobility support for students, teachers, researchers and technical and administrative staff in collaboration with the schools. It also functions as a structure of monitoring and operational support for the development of initiatives for international teaching, and promotes agreements and cooperation programmes with foreign universities. The URI submits applications for education and training programmes to the European Commission, and coordinates and manages the finances supplied.

In relation to student mobility, Iscte has procedures that promote and monitor the processes of incoming and outgoing student mobility (PQ.GRI.01 – International Mobility). The mobility of teachers and non-teaching staff is also enhanced through the execution of protocols to this effect.

The internationalization of research is accomplished through projects and academic articles done in collaboration with other international Research Units of repute, as well as through obtaining international financing for the realization of these projects. Iscte has designed and implemented a module of projects in SAP with a series

of tools that enable it to monitor the execution of these projects and create a financial report. Furthermore, Iscte also provides financial resources every year to teachers and researchers to support their research activities, namely for the purposes of participating in preparatory meetings for consortia, preparing applications and translations, participating in networking events, etc. Researchers also receive strategic project funding from the FCT and the revenue of their own RUs, which can be used to prepare and participate in international programmes.

4.2.3. MACROPROCESSES OF SUPPORT

4.2.3.1. HUMAN AND FINANCIAL RESOURCES

PERSONNEL MANAGEMENT

The framework of Iscte's foundational structure provides institutional autonomy and flexibility in management of personnel and finances, which enables streamlined management of the recruitment and qualification of administrative and technical personnel. Regarding personnel management, there is a dual system in which some areas are determined by public legislation and regulations, while others are managed according the labour legislation in the private sector.

Quality assurance in human resources at Iscte is achieved through a combination of mechanisms, regulations and procedures which ensure ethical and transparent recruitment, management and training of teaching and non-teaching staff.

Iscte's quality assurance mechanisms and procedures are defined by internal regulations and rules which regulate the processes of recruiting teaching staff and administrative and technical personnel. These regulations are publicly accessible.

In relation to teaching staff, a survey is sent out annually to determine the needs of this group and midterm developments which pertaining to the plan for the academic year. In particular, this survey focuses on the number of courses occurring in the year, the number of spots for students, academic support and new courses. In each school, the director of each department (in consultation with the respective academic commission) is responsible for providing properly informed

proposals for hiring and sending them to the central bodies of Iscte. The recruitment needs for technical and administrative personnel are gauged by the directors in these areas. The Managing Council of Iscte authorizes and approves all hiring, provided that it falls within the budget restraints, strategic guidelines and the personnel-map defined for Iscte.

Iscte provides regulated careers for technical, administrative and non-research that reflect the array of occupations available at the majority of public higher education institutions and require the same academic qualifications.

The regulation for the performance evaluation of teaching staff is linked to the regulation for providing services to teaching staff at Iscte, and establishes the rules and procedures for evaluation in these areas of its activity: teaching, research, university management and knowledge-transfer to society, as well as those previously outlined in Section 4.2.2. of the MQ. A regulation was also recently created for performance evaluation of researchers contracted to Iscte under transitory provisions (Law 57/2017).

The Integrated System for Management and Performance Evaluation in Public Administration (SIADAP) applies to technical and administrative personnel with work contracts in public functions. For workers with contracts that fall under the Labour Code, there is a regulation for performance evaluation that was created with the SIADAP as its basis.

Besides for the purposes of evaluation established in legislation, Iscte promotes the merit of teaching staff and researchers through the attribution of Academic and Pedagogical Awards, the value of which may be utilized in the research activities conducted in the Research Units. The attribution of these awards is regulated, as mentioned in Point 4.2.3. Iscte also provides funding annually to each teacher for the purpose of developing their academic career. This funding may be used for conferences, congresses and other sorts of national and international meetings.

Iscte also has mechanisms that aim to create conditions so that the level of qualification and skill among the teaching and non-teaching staff can ensure the fulfillment of their roles with quality. A survey of the educational needs of technical and administrative personnel (including middle managers) is conducted yearly, based on quality procedure approved and certified by ISO Regulation 9001 (PQ.URH.01 – Training). The Iscte Rectory also ensure that teachers and researchers can attend workshops, creating educational offerings with the goal of fostering quality and innovation in pedagogical practices.

BUDGET AND FINANCIAL CONTROL

Considering that in the European Space of Higher Education, funding predominantly comes from the state, its Higher Education Institutions are faced with difficulties in implementing mechanisms of quality assurance regarding financial resources. Even so, it can be said that Iscte enjoys adequate and proportionate financial resources which ensure the development of SIGQ-Iscte in an efficient and effective manner, the fruit of its effort to counterbalance its budget through diversifying its local, national and international funding streams. Currently, Iscte's own revenues make up 57% of its total Budget. The Budget and Integrated Management and Activity Report are the mechanisms used to publicize clear and precise information on the financial performance of the Institution.

4.2.3.2. MATERIAL RESOURCES AND SUPPORT SERVICES

Iscte provides different material resources and manages various services and offices for the purpose of enabling the proper execution of education, research and the rest of its pedagogical and academic activities. These services include:

1. Support services for learning and other academic and pedagogical activities: information and documentation (library); event management; management of spaces for teaching activities and their support (classrooms, amphitheaters, auditoriums, conference rooms, study spaces, computer rooms, research spaces, laboratories, open-air and inside communal spaces); physical infrastructure and equipment (for food preparation, maintenance, cleaning, security, waste management, environmental monitoring); and information systems and other digital resources (academic management system, wireless network, and e-learning).
2. Services for addressing the needs of specific groups: students with financial needs (SAS); students with special educational needs (GNEE and Library); international students (URI); alumni and graduating students (Iscte Club).

At Iscte there are also various mechanisms available for responding to praise, suggestions and complaints, including: i) the Praise Books and Complaint Books; ii) an online form on the Iscte portal; iii) two email accounts (reclamacoes@Iscte.pt; sugestoes@ Iscte.pt); and iv) physical boxes for this purpose. These mechanisms allow Iscte to register suggestions, praise and complaints made by the community. Complaints are processed by the GEPQ, which analyzes them and provides a response to each claimant, involving the services or office at issue. The Complaints and Praise Books are also available and published by the services which provide public attendance. These books record all the resolutions determined by law for these issues (PQ.GEAPQ.03 – Management of Praise, Suggestions and Complaints). Three boxes (once located in each building) are available to the community for the purpose of registering their praise, suggestions and complaints on paper.

Under the process-approach of SIGQ-Iscte, the provision of these resources is understood as processes that support the realization of core and integrative macro-processes. From an organizational perspective, these processes are managed by the various services and offices at Iscte.

Recently, Iscte had sought to promote the autonomy of its services and offices to create and revise the procedures relevant to their activities as a form of spreading a culture of quality. Each service/office's designation of a representative for quality and sustainability contributes to the development of high-quality practices at the levels of policy implementation and fulfillment of quality objectives. Simultaneously, Quality workshops seek to reinforce collaborators' awareness around the necessity of constantly and continually monitoring the quality of Iscte's services. Other efforts include the delivery of satisfaction surveys that monitor the quality of some of the services and activities provided at Iscte (Appendix 12, Table 12.1.).

Iscte's PE and PAOs have also served as bases for monitoring of performance of the different services and offices, as well as their management and support processes. These processes are designed and certified according to ISO Regulations 9001, and the GEPQ is the internal entity responsible for promoting and disseminating this labour methodology and designing and reviewing the majority of procedures in the system of quality management. Each year, the director/coordinator of each office/service prepares a plan, an activity report and a budget, as mentioned in Point 4.2.1. Their direct superiors are responsible for approving these documents. The plan defines the main and new initiatives that will be implemented, which should be duly framed within Iscte's Strategic Plan. These plans are monitored each semester and sent to senior management with the knowledge of the GEPQ by October 15.

The activity reports of the services and offices summarize the main activity conducted by the unit and evaluate the degree of completion of the objectives outlined in the plan. These reports also present strong points, aspects for improvement and plans of action for the following year, in addition to following up on the aspects that were identified for improvement in the prior year. Reports approved by the appropriate superiors are sent to the GEPQ by January 15 of the year following the civil year under analysis. Iscte's Integrated Activity and Management Report includes contributions from these reports, including investments made in equipment, buildings and human resources.

Each year, Iscte gathers the opinions of students related to Iscte's buildings, physical spaces, resources, services and offices through pedagogical monitoring surveys. Monitoring reports are then produced by the GEPQ, which serve as reflections for their the governing and management bodies. As mentioned earlier, students also provide midterm evaluations each semester for problems with material resources to fix. The GEPQ forwards these situations to the relevant support service.

4.3. INFORMATION AND MANAGEMENT SYSTEMS AT ISCTE

4.3.1. INFORMATION SYSTEM

Iscte has developed an advanced system to integrate its information and management. This system is aligned with Iscte's main strategic axes, and collects information about the general functioning of the Institution and its various services. This system enables the rigorous control of management and resource allocation as a means to ensure quality in teaching, research, knowledge-transfer, internationalization and organizational sustainability.

Iscte has four main platforms/systems of information: Fénix, for all its academic information; i-meritus, for the performance evaluation of teaching staff; Ciência-IUL, for the academic output of teachers and researchers; and SAP, for accounting and financial information (revenues and expenses), as well as operational information (for students, teachers, and non-teaching staff), including a module for project management.

The processing of information in these subsystems (primarily SAP) enables informed cost-analysis and decision-making regarding all Iscte's activities, including the costs of each individual programme, curricular unit and class (considering the classroom, equipment, number of students, type of teacher, etc.), as well as each project.

Iscte's e-learning platform (Blackboard Learn) and online-learning are tools for teaching at a distance and pedagogical management. They complement in-person teaching, are accessible to both teachers and students, and are utilized in all the courses at the institution.

The Iscte portal is one of the primary means through which information about the Institution's academic offerings are disseminated to the public. As regards internal communication, the site MyIscte discloses information about the decisions made by the Institution's governing and management bodies.

The Institutional Repository of Iscte stores, preserves, disseminates and makes available the intellectual output of Iscte (i.e. academic articles) in a digital format, and is connected to Ciência-IUL. Teachers and researchers upload their academic output onto Ciência-IUL, after which the Library team validates the materials and automatically uploads them to the institutional repository through their back office.

Iscte also has a Document Management System (Edoclink) which optimizes the management and circulation of information in an electronic format within the Institution.

iAjuda is a helpdesk system which allows any user from the Iscte community to report problems related to their accounts, IT equipment, system access and the use of the other technological resources on campus. An integrated screening mechanism redirects requests to the team responsible for their resolution. Users will be informed of the progress of their situation and may personally validate the solution suggested for their problem.

The Business Intelligence (BI) System is based on an analytical model which integrates the information that originates in Iscte's various transacting systems, i.e. Fénix, Ciência-IUL and SAP. The main objective of this tool is to measure and aggregate various indicators, using the Balanced Scorecard and Key Performance Indicator (KPI) techniques.

All the information that is uploaded into Iscte's information and management systems is used by the organs of governance and coordination for the purposes of decision-making and releasing statements, as well as the development of improvements in quality assurance in teaching and learning, research, human and material resource management and quality service at Iscte. Figure 4.3.1.1 presents Iscte's Integrated Information and Management System.

FIG. 4.3.1.1.   Iscte's Integrated Information and Management System
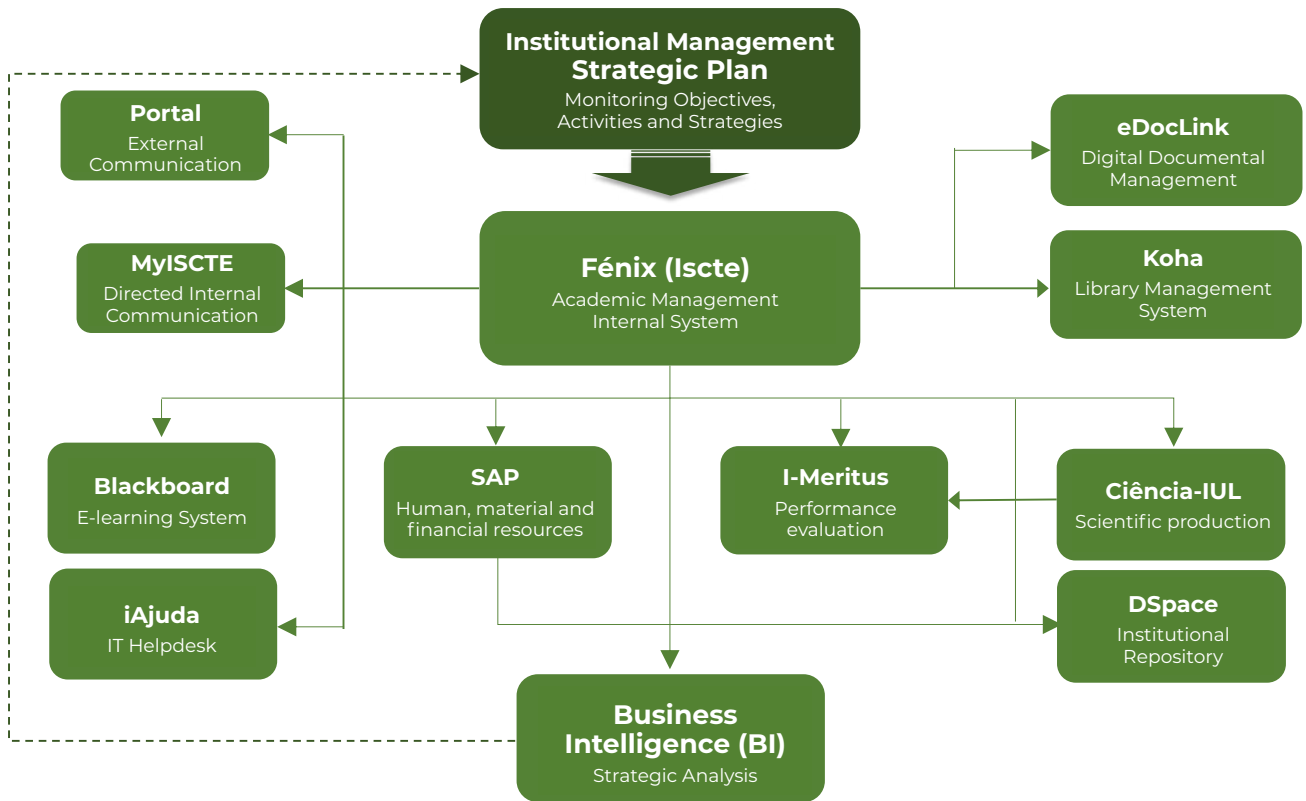
4.3.2. INFORMATION MANAGEMENT AND DISSEMINATION

The transparency and availability of the information collected in the various information systems to the Iscte community are fundamental to SIGQ-Iscte, as these factors contribute to the efficacy of Iscte's decision-making processes regarding continuous improvement. Information that is updated, wide-ranging and relevant is systematically and structurally made available to the community. Another objective of these efforts is to promote the accountability of various interlocuters, along with an environment of academic transparency, and increase the involvement and participation of internal and external partners.

Iscte has an organizational mechanism which provides IT support in the collection, processing and dissemination of data, as well as other outputs relevant to the evaluation and analysis of quality in the various areas outlined in the PAAs. Data collection should be as "amicable" as possible for the participants, with efficient time management and ensured reliability of information. The publication of information should guarantee that these reports may be easily accessed.

The evaluation of teaching and learning represents the most complex aspect of the Integrated Quality Assurance System. The system provides the IT support necessary for the registration and collection of information on:

› Organization, planning and results achieved in each curricular unit (RUC);
› Students' and teachers' opinions on the functionality of the course (collected through various surveys);
› Data necessary for external evaluations, namely the reports and recommendations of commissions that monitor Iscte's programmes, or of national and international certification organizations.

The processing, analysis and systematization of information is generally coordinated by the GEPQ, with technical support from the Information Infrastructure and Communications Services (SIIC) and the GDSI, as well as the support of other directly related services. The GEPQ manages a set of indicators of institutional progress, the values of which are reported for at least the three previous years, with the objective of keeping the indicators that support strategic planning by showing Iscte's growth patterns updated (Appendix 14, Table 14.1).

According to the practices in place, all relevant information is published within the academic community,

in order to fulfill the principle of transparency and generate a pedagogical effect on the efforts at self-regulation and continuous improvement, as well as promote a culture of self-regulation, greater performance and total participation in the realization of the PAAs.

Iscte also has a yearly tradition of publishing an Integrated Activities and Management Report that verifies the degree of completion reached for the objectives and targets outlined in its plan. Iscte has various methods of dissemination that make information of interest available to the specific audience to which it applies.

The Iscte portal on the internet is meant for the general public, and presents information about the institution and its activities. This portal represents of the primary means of publicizing the academic offerings of the Institution (externally). According to the European standards for quality in education, it is important to regularly publish updated, impartial and objective (qualitative and quantitative) information about programmes and degrees of educations, including:

› Applications and criteria for acceptance;
› Study plans;
› Calendars, hourly schedules; tuition fees for national and international students;
› Teaching staff;
› Employment rate;
› Evaluation/accreditation of a programme (period and record in the Directorate-General of Higher Education (DGES)).

Following the standards mentioned above, Iscte keeps all this information updated on its Internet page.

As mentioned in the prior section, Iscte uses various platforms to publish information. MyIscte also provides the tools necessary for Iscte's various employees (teachers, researchers and technical and administrative staff) to perform their functions. The Institutional Repository of Iscte disseminates Iscte's intellectual output in digital format. Fénix also represents a means of publishing academic information for students, as well as information for teaching and non-teaching staff.

With regard to scientific output, Iscte also provides a module of statistics concerning the publications of the research units and as well as the updated profiles of each teacher and researcher through Ciência-IUL (with public access).

SIGQ

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Appendices

INDEX OF APPENDICES

Appendix 1

Table 1.1. Register of MQ Revisions

MQ VERSION	VERSION DATE	SUMMARY OF ALTERATIONS	RESPONSIBLE PARTIES
MQ.GAQE.01.01	19-06-2008 to 29-11-2008	First version of MQ (chapters 01 to 08)	Prepared by: GAQE
			Revised by: António Caetano (Vice-Rector for Institutional Evaluation and Development)
			Approved by: Luís Reto (President of Iscte)
MQ.GAQE.01.02	06-02-2009 to 30-07-2009	Revision of four MQ chapters (chapters 01 to 04)	Prepared by: GAQE
			Revised by: António Caetano (Vice-Rector for Institutional Evaluation and Development)
			Approved by: Luís Reto (President of Iscte)
MQ.GEAPQ.01.01	09-12-2010	Revision of four MQ chapters (chapters 01 to 04)	Prepared by: GEAPQ.NPQ
			Revised by: António Caetano (Vice-Rector for Institutional Evaluation and Development)
			Approved by: Luís Reto (Rector of Iscte)
MQ.1.0/2011	02-11-2011	Revision of MQ structure for better adaption to A3ES framework	Prepared by: GEAPQ.NPQ
			Revised by: Quality Assurance Commission
			Approved by: Luís Reto (Rector of Iscte)
MQ.1.1/2013	19-11-2013	Partial revision of MQ due to A3ES evaluation	Prepared by: GEAPQ.NPQ
			Revised by: Quality Assurance Commission
			Approved by: Luís Reto (Rector of Iscte-IUL)
MQ.2/2015	16-11-2015	Partial revision of structure of MQ; introduction of map of processes and subprocesses; revision of procedures	Prepared by: GEAPQ
			Revised by: Quality Assurance Commission
			Approved by: Luís Reto (Rector of Iscte-IUL)
MQ.3/2017	27-12-2017	Partial revision of structure of MQ; introduction of dimension of sustainability	Prepared by: GEAPQ
			Revised by: Quality Assurance Commission
			Approved by: Luís Reto (Rector of Iscte-IUL)
MQ.3.1/2018	26-02-2018	Partial revision of MQ due to alteration of Regulation of Services at Iscte – Regulation n. 93/2018; DR n. 27 (2nd series) of 07-02-2018.	Prepared by: GPSQ
			Revised by: Quality Assurance Commission
			Approved by: Luís Reto (Rector of Iscte-IUL)
MQ.3.2/2018	20-11-2018	Partial revision of MQ due to alteration of Staff of Iscte Rectory – DR n. 75 (2nd series) of 17-04-2018.	Prepared by: GPSQ
			Revised by: Quality Assurance Commission
			Approved by: Maria Lurdes Rodrigues (Rector of Iscte)

MQ.4.0/2019	17-03-2020	Partial revision of MQ due to alteration to Organizational Structure of Iscte – DR n. 57 (2nd series) of 21-03-2019; revision of map of processes of SIGQ-Iscte; alteration of System designation, the various dimensions of sustainability and revision of Sustainability Policy	Prepared by: GEPQ
			Revised by: Quality Assurance and Sustainability Commission
			Approved by: Maria Lurdes Rodrigues (Rector of Iscte)

Source: Office of Studies, Planning and Quality (GEPQ).

Appendix 2

Figure 2.1. Organogram of Iscte – Teaching and Research
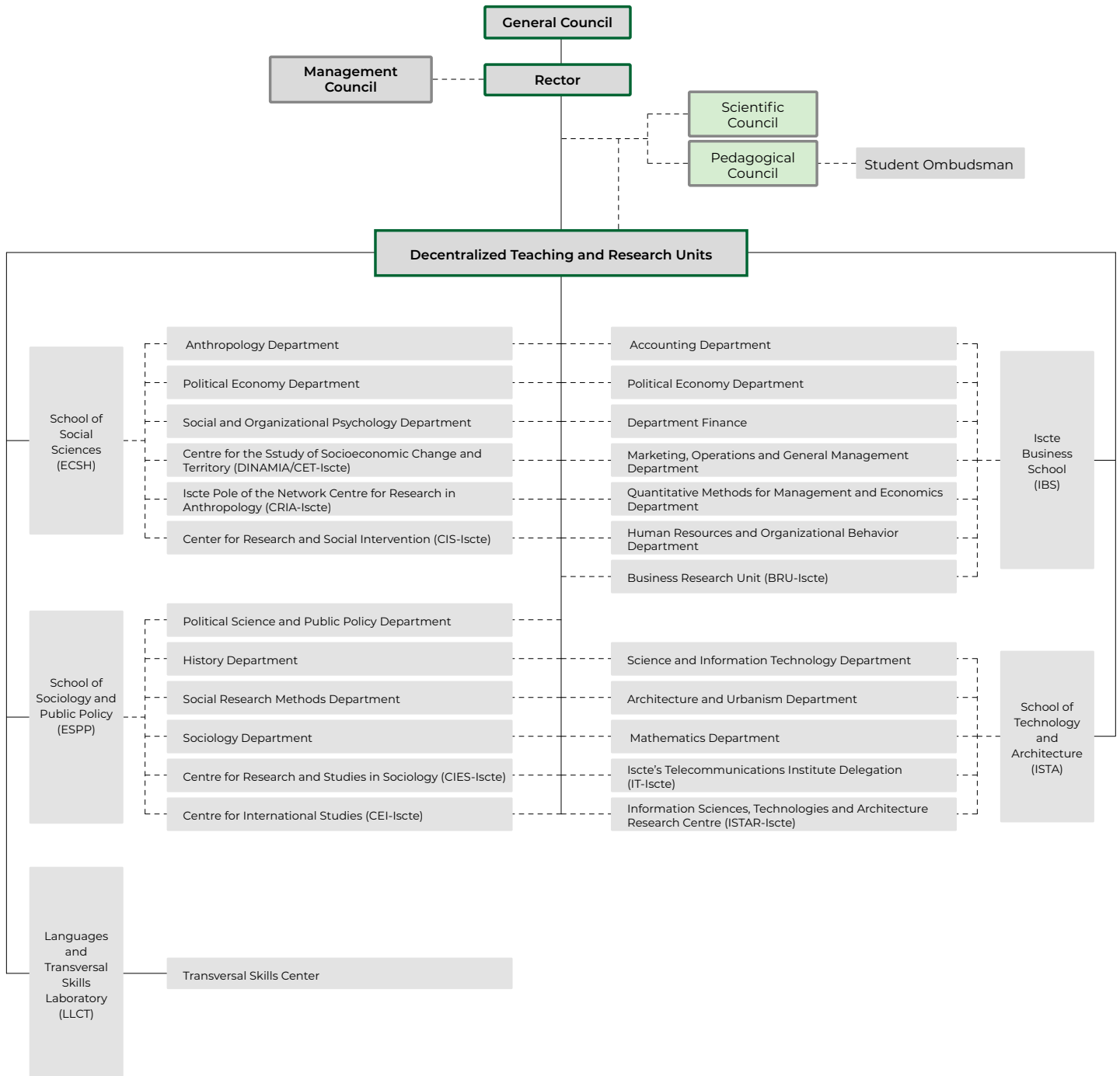
Figure 2.2. Organogram of Iscte – Centralized Services
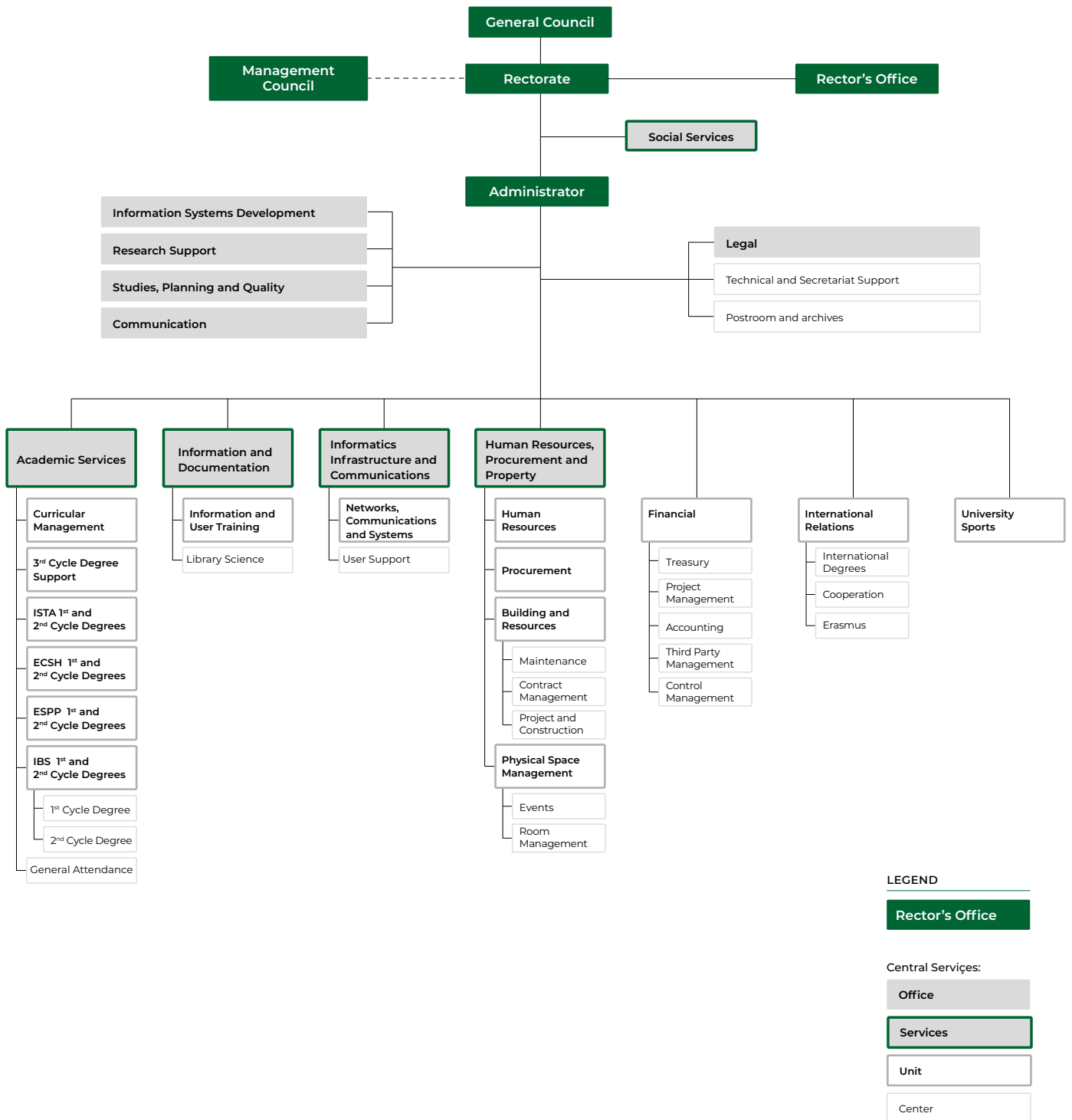
Appendix 3

Table 3.1. Map of Iscte Regulations

DESIGNATION	PUBLICATION	OFFICIAL GAZETTE
Iscte Statutes – Approval of Alterations to Statutes published in DN 28/2009 and DN 11/2011. Republished in entirety attached to present Legislative Order	DR n. 174 (2nd series) of 11-09-2019	Legislative Order n. 20/2019
Founding Statutes of Iscte – University Institute of Lisbon	Decree-Law n. 95/2009	DR n. 81 (1st series) of 27-04-2009
Electoral Regulation of Iscte	Regulation n. 365/2010	DR n. 78 (2nd series) of 22-04-2010
Regulation of Iscte Ethics Commission	Dispatch n. 7095/2011	DR n. 90 (2nd series) of 10-05-2011
Regulation of Iscte Ombudsman and Student	Deliberation n. 1890/2010	DR n. 203 (2nd series) of 19-10-2010
Codes		
Code of Academic Conduct (revokes Order n. 1126/2016 of 25-01-2016)	Regulation n. 25/2017	DR n. 6 (2nd series) of 09-01- 2017
Code of Ethical Conduct in Research	Dispatch n. 86/2016	
Delegation of powers		
Scientific Council	Deliberation n. 574-579/2019	DR n. 91 (2nd series) of 13-05- 2019
Bylaws		
Pedagogical Council Bylaws (revokes Order 3937/2011)	Dispatch n. 5811/2016	DR n. 83 (2nd series) of 29-04-2016
Academic Council Bylaws	Order n. 17375/2010	DR n. 224 (2nd series) of 18-11-2010
Bylaws of Coordinating Council for Performance Evaluation of Teachers	Deliberation n. 616/2011	DR n. 43 (2nd series) of 02-03-2011
Board of Trustees Bylaws	Deliberation n. 809/2010	DR n. 85 (2nd series) of 03-05-2013
Managing Council Bylaws	Deliberation n. 832/2010	
General Council Bylaws	Deliberation n. 2707/2009	DR n. 187 (2nd series) of 15-09-2009
Senate Bylaws	Deliberation n. 391/2020	DR n. 59 (2nd series) of 23-03-2020
Schools		
Regulation of School of Social Sciences and Humanities	Dispatch n. 10975/2010	DR n. 127 (2nd series) of 02-07-2010
Regulation of Business School	Dispatch n. 10977/2010	DR n. 127 (2nd series) of 02-07-2010
Regulation of School of Sociology and Public Policy	Dispatch n. 10978/2010	DR n. 127 (2nd series) of 02-07-2010
Regulation of School of Technology and Architecture (revokes Order n. 10976/2010, published in DR 127 of 02-07)	Regulation n. 61/2015	DR n. 28 (2nd series) of 10-02-2015

DESIGNATION	PUBLICATION	OFFICIAL GAZETTE
Departments		
Regulation of Department of Anthropology	Dispatch n. 9400/2010	DR n. 107 (2nd series) of 02-06-2010
Regulation of Department of Architecture and Urbanism	Dispatch n. 271/2019	DR n. 59 (2nd series) of 25-03-2019
Regulation of Department of Information Science and Technologies	Dispatch n. 9592/2010	DR n. 109 (2nd series) of 07-06-2010
Regulation of Department of Accounting	Dispatch n. 9402/2010	DR n. 107 (2nd series) of 02-06-2010
Regulation of Department of Political Science and Public Policy	Regulation n. 376/2018	DR n. 115 (2nd series) of 18-06-2018
Regulation of Department of Economics	Dispatch n. 9591/2010	DR n. 109 (2nd series) of 07-06-2010
Regulation of Department of Political Economy	Dispatch n. 9590/2010	DR n. 109 (2nd series) of 07-06-2010
Regulation of Department of Finance	Dispatch n. 9689/2010	DR n. 110 (2nd series) on 08-06-2010
Regulation of Department of History	Dispatch n. 9690/2010	DR n. 110 (2nd series) of 08-06-2010
Regulation of Department of Marketing, Strategy and Operations, changed to Department of Marketing, Operations and General Management	Dispatch n. 38/2018	DR n. 12 (2nd series) of 17-01-2018
Regulation of Department of Mathematics	Dispatch n. 871/2013	DR n. 3 (2nd series) of 16-01-2013
Regulation of Department of Social Research Methods	Dispatch n. 10272/2010	DR n. 117 (2nd series) of 18-06-2010
Regulation of Department of Quantitative Methods, changed to Department of Quantitative Methods for Management and Economics	Dispatch n. 9686/2010	DR n. 110 (2nd series) of 08-06-2010
Regulation of Department of Social and Organizational Psychology	Dispatch n. 9687/2010	DR n. 110 (2nd series) of 08-06-2010
Regulation of Department of Human Resources and Organizational Behavior	Dispatch n. 9685/2010	DR n. 110 (2nd series) of 08-06-2010
Regulation of Department of Sociology	Dispatch n. 9684/2010	DR n. 110 (2nd series) of 08-06-2010
Research units		
Regulation of Research Unit in Business Development (UNIDE-IUL)	Dispatch n. 9040/2011	DR n. 133 (2nd series) of 13-07-2011
Regulation of Centre for International Studies (CEI-IUL)	Regulation n. 305/2013	DR n. 153 (2nd series) of 09-08-2013

DESIGNATION	PUBLICATION	OFFICIAL GAZETTE
Regulation of Centre for Socioeconomic and Territorial Studies of Iscte (DINÂMIA'CET-IUL)	Regulation n. 682/2015	DR n. 196 (2nd series) of 07-10-2015
Regulation of Centre for Research and Study of Sociology (CIES-IUL)	Dispatch n. 189/2020	DR n. 45 (2nd series) of 04-03-2020
Regulation of Centre for Social Research and Intervention (CIS-IUL)	Dispatch n. 9772/2010	DR n. 111 (2nd series) of 09-06-2010
Regulation of Centre for Research in Information Science and Technologies and Architecture (ISTAR-IUL)	Regulation n. 255/2014	DR n. 119 (2nd series) of 24-06-2014
Regulations of Iscte Hub of Network Centre for Research in Anthropology (CRIA-IUL)	Dispatch n. 10095/2010	DR n. 114 (2nd series) of 15-06-2010
Regulation of Research Unit – Iscte Delegation of Telecommunications Institute- 1st Alteration to Dispatch n. 13396/2011 (IT-IUL)	Dispatch n. 133/2013	DR n. 3 (2nd series) of 04-01-2013
Services		
Regulation of Iscte Centralized Services	Regulation n. 11397/2019	DR n. 232 (2nd series) of 03-12-2019
Regulation of Iscte Library	Dispatch n. 154/2018	DR n. 51 (2nd series) of 13-03-2018
Organizational Regulation of Social Action Services at Iscte	Dispatch n. 2257/2011	DR n. 21 (2nd series) of 31-01-2011
Regulation of Laboratory of Languages and Soft Skills	Regulation n. 486/2014	DR n. 209 (2nd series) of 09-10-2014
Regulation of Iscte Parking Garage	Dispatch n. 16186/2010	DR n. 208 (2nd series) of 26-10-2010
Creation of Unit of Technical and Administrative Support in Business School	Dispatch n. 48/2018	
Creation of Unit of Technical and Administrative Support in School of Technology and Architecture	Dispatch n. 24/2019	
Creation of Unit of Technical and Administrative Support in School of Sociology and Public Policy	Dispatch n. 26/2019	
Creation of Unit of Technical and Administrative Support in School of Social Sciences and Humanities	Dispatch n. 25/2019	
Creation of Unit of Sports Services	Dispatch n. 54/2018	
Regulation of Iscte Social Support Fund	Regulation n. 410/2014	DR n. 179 (2nd series) of 17-09-2014
Regulation of Operating Funds Management	Dispatch n. 9885/2011	DR n. 150 (2nd series) of 05-08-2011
University Residence Prof. José Pinto Peixoto	Dispatch n. 9886/2011	DR n. 150 (2nd series) of 05-08-2011

DESIGNATION	PUBLICATION	OFFICIAL GAZETTE
Regulation of Iscte Archive	Ordinance n. 1271/2004	DR n. 235 (1st series B) of 06-10-2004
Regulation of Granting Subsidies	Dispatch n. 8796/2011	DR n. 125 (2nd series) of 01-07-2011
Regulation of Management and Organization of Fund for Strategic Development of Iscte	Dispatch n. 14179/2012	DR n. 211 (2nd series) of 31-10-2012
Regulation on Revenues Gained through Activities of Teachers and Researchers of Iscte	Regulation n. 669/2015	DR n. 195 (2nd series) of 06-10-2015
Human resources		
Regulation of Recruitment and Selection of Technical-Administrative Personnel and Other Non-Teaching Staff with Individual Contract – (Alteration to article 25 of 2010 Regulation-Order 2477)	Dispatch n. 1831/2012	DR n. 28 (2nd series) of 08-02-2012
Regulation of Recruitment, Selection and Hiring of Career Teaching Staff of Iscte	Dispatch n. 15108/2010	DR n. 193 (2nd series) of 04-10-2010
Regulation of Recruitment and Selection of Teaching Staff with Special Contract	Dispatch n. 17649/2010	DR n. 228 (2nd series) of 24-11-2010
Regulation of Recruitment and Selection of Teaching Staff with Individual Contract	Dispatch n. 15446/2010	DR n. 199 (2nd series) of 13-10-2010
Regulation of Contractual Binding of Career Teaching Staff through Public Function Contracts of Iscte	Dispatch n. 9078/2011	DR n. 135 (2nd series) of 15-07-2011
Regulation of Teaching Services of Iscte	Regulation n. 413/2014	DR n. 179 (2nd series) of 17-09-2014
Regulation of Performance Evaluation of Iscte Teaching Staff	Regulation n. 435/2014	DR n. 196 (2nd series) of 10-10-2014
Regulation of Performance Evaluation of Non-Teaching Staff and Non-Researchers with Individual Contract	Regulation n. 35/2014	DR n. 20 (2nd series) of 29-01-2014
Regulation for Intermediary Management Positions	Regulation n. 78/2015	DR n. 35 (2nd series) of 19-02-2015
Regulation of Service of Iscte Teaching Staff (Revokes Regulation n. 134/2013, published in DR n. 71 of 11-04)	Regulation n. 77/2020	DR n. 22 (2nd series) of 31-01-2020
Regulation of Non-Teaching and Non-Research Staff Schedules	Dispatch n. 6678/2011	DR n. 82 (2nd series) of 28-04-2011
Regulation of Sabbatical Leave and Exemption from Teaching Service	Regulation n. 29/2015	DR n. 18 (2nd series) of 27-01-2015
Regulation of Intellectual Property at Iscte	Dispatch n. 17747/2010	DR n. 230 (2nd series) of 26-11-2010
Regulation of Emeritus Professors	Regulation n. 528/2015	DR n. 154 (2nd series) of 10-08-2015
Regulation of Senior Executives	Dispatch n. 2478/2010	DR n. 25 (2nd series) of 05-02-2010

DESIGNATION	PUBLICATION	OFFICIAL GAZETTE
Teaching		
Internal regulation of Reentry and Change of Peer Institution/Programme	Dispatch n. 654/2016	DR n. 133 (2nd series) of 13-07-2016
Internal Regulation of Students in Part-Time Study Scheme	Regulation n. 346/2014	DR n. 149 (2nd series) of 05-08-2014
Regulation of Entry Requirements for International Students at Iscte	Regulation n. 258/2014	DR n. 120 (2nd series) of 25-06-2014
Regulation of Entry Requirements at Iscte for Individuals Older than 23 without Qualification of Access to Higher Education	Dispatch n. 2587/2019	DR n. 52 (2nd series) of 13-03-2019
Regulation of International Student Tuition at Iscte	Regulation n. 473/2016	DR n. 96 (2nd series) of 18-05-2016
Regulation of Tuition at Iscte	Regulation n. 376/2016	DR n. 72 (2nd series) of 13-04-2016
Regulation of Accreditation of Prior Education and Professional Experience at Iscte	Regulation n. 411/2014	DR n. 179 (2nd series) of 17-09-2014
Regulation of Students with Special Status	Regulation n. 456/2017	DR n. 161 (2nd series) of 22-08-2017
Regulation of Enrollment in Curricular Units in Higher Levels of Education	Dispatch n. 10085/2012	DR n. 27 (2nd series) of 26-07-2012
Regulation of Enrollment in Stand-Alone Curricular Units (Revokes Order 10084/2012, published in DR n. 144 of 26-07)	Regulation n. 408/2014	DR n. 178(2nd series) of 16-09-2015
Specific Regulation for Evaluating Knowledge and Skills of IBS Master's Students at Iscte	Dispatch n. 9497/2014	DR n. 139 (2nd series) of 22-07-2014
General Regulatory Standards for Doctoral Students at Iscte – Declaration of Correction n. 489/2016	Correction n. 489/2016	DR n. 96 (2nd series) of 18-05-2016
Regulatory Standards for Master's Students at Iscte	Regulation n. 645/2018	DR n. 197 (2nd series) of 12-10-2018
Specific Regulation for Evaluating Knowledge and Skills of ISTA Master's Students at Iscte	Regulation n. 283/2014	DR n. 126 (2nd series) of 03-07-2014
Specific Regulation for Evaluating Knowledge and Skills of ESPP Master's Students at Iscte	Regulation n. 91/2015	DR n. 42 (2nd series) of 02-03-2015
Specific regulation for evaluating knowledge and skills of ECSH Master's Students at Iscte	Regulation n. 275/2014	DR n. 125 (2nd series) of 02-07-2014
General Regulation for Evaluating Knowledge and Skills at Iscte	Dispatch n. 499/2018	DR n. 148 (2nd series) of 02-08-2018

DESIGNATION	PUBLICATION	OFFICIAL GAZETTE
General Regulation for Evaluating Knowledge and Skills at Iscte – Undergraduates	Regulation n. 437/2014	DR n. 196 (2nd series) of 10-10-2014
General Regulation for Evaluating Knowledge and Skills at Iscte – Master's Students	Regulation n. 436/2014	DR n. 196 (2nd series) of 10-10-2014
Other		
Regulation of Academic Awards at Iscte	Regulation n. 898/2015	DR n. 250 (2nd series) of 23-12-2015
Regulation of Social Support Fund at Iscte	Regulation n. 410/2014	DR n. 179 (2nd series) of 17-09-2014
Regulation of Attribution of Doctorate Honoris Causa	Dispatch n. 8646/2011	DR n. 121 (2nd series) of 27-06-2011
Regulation of Awards for Students Enrolled in a Master's degree at the Business School (revokes Regulation n. 252/2016)	Regulation n. 124/2019	DR n. 23 (2nd series) of 01-02-2019
Disciplinary Regulation for Students	Deliberation n. 2246/2010	DR n. 235 (2nd series) of 06-12-2010
Regulation of Internships	Regulation n. 674/2016	DR n. 136 (2nd series) of 18-07-2016
Regulation of Contribution to grantees, Pedagogical and Academic Appreciation and Mobility	Dispatch n. 7333/2011	DR n. 94 (2nd series) of 16-05-2011
Awards of Academic Excellence for Master's Students at Iscte- Revokes Regulation n. 236-2019	Regulation n. 119/2019	DR n. 22 (2nd series) of 31-01-2019
Awards of Academic Excellence for Master's Students in Iscte Business School- Revokes Regulation n. 237/2016	Regulation n. 124/2019	DR n. 23 (2nd series) of 01-02-2019

Appendix 4

Table 4.1. Risk-Identification Grid

RISK IDENTIFICATION				
Class of risk (A)	Type of risk (B)	Description of risk (C)	Mechanism(s) for monitoring (existing mechanism(s) for risk control) (D)	Individuals responsible for monitoring (E)

RISK EVALUATION			
Probability of occurrence (Low; Medium; High) (F)	Severity of consequence (Low; Medium; High) (G)	Ranking of risk and impact (H)	Individuals responsible for monitoring (E)

PLAN OF ACTION – MEASURES TO IMPLEMENT (for risks that do not have mechanisms for monitoring already in place)		
Steps for improvement (I)	Deadline for implementation (J)	Individuals responsible (K)

MATRIX OF RISK RANKING		Severity		
		Low	Medium	High
Probability	Low	1	2	3
	Medium	2	4	6
	High	3	6	9

▢ Weak – Monitor (deadline for implementing plan of action: within 12 months)

▢ Moderate – Monitor and act, if possible (deadline for implementing plan of action: within 3 months)

Source: Office of Studies, Planning and Quality (GEPQ).

Appendix 5

Table 5.1. List of Relevant Stakeholders

RELEVANT STAKEHOLDERS	REQUIREMENTS (NEEDS AND EXPECTATIONS)	MONITORING	PARTICIPATION IN MANAGING AND ADVISORY BODIES
Internal			
Bodies of governance, management and coordination	Fulfillment of institutional strategy	Integrated Activity and Management Report	Advisory Council for Quality and Sustainability
	Fulfillment of legal requirements		
	Sustainability		Managing Council
	Ethics and transparency		Senate
Teaching staff/ researchers	Allocation of academic service	Performance evaluation	Curriculum Analysis Commission
	Support for research activities	Praise, suggestions and complaints	Commission of Quality Assurance and Sustainability
	Fulfillment of contractual requirements	Pedagogical awards	
	Availability of teaching space and proper pedagogical equipment; classrooms/research laboratories	Annual reports of Pedagogical Council and Academic Council	Academic Council Advisory Council for Quality and Sustainability
	Availability of nutritional services	Self-evaluation reports from programmes and A3ES processes	Managing Council General Council
	Availability of information systems, digital infrastructure and associated services	Institutional evaluation reports	Pedagogical Council Senate
	Participation in mobility programmes	Meetings with managing and advisory bodies	
	Participation in national and international seminars and conferences		
	Planning of academic services		
	Potential participation in managing and advisory bodies		
	Promotion of collaborative research with community		
	Recognition of performance		
	Bibliographic resources		
	Occupational health		
	Security and cleaning on campus		
	Sustainability		
	Ethics and transparency		

RELEVANT STAKEHOLDERS	REQUIREMENTS (NEEDS AND EXPECTATIONS)	MONITORING	PARTICIPATION IN MANAGING AND ADVISORY BODIES
Students	Psychosocial support; support for special education needs	Praise, suggestions and complaints;	Advisory Council for Quality and Sustainability
	Access to direct and indirect social action	Surveys (e.g. Expectation of New Students; Pedagogical monitoring; Quality of GAA Service Evaluation Survey);	General Council Managing Council Senate
	Pedagogical and academic skill in teaching staff		
	Fulfillment of academic plan (grades; reserved rooms)	Welcome Day Report	
	Availability of support for study (study rooms, library, Wi-Fi)		
	Availability of leisure spaces	Student Ombudsman report;	
	Availability of teaching space and proper pedagogical equipment	Monitoring reports for external suppliers	
	Availability of nutritional services	Meetings of managing and advisory bodies;	
	Employability		
	Mechanisms for reporting opinions and evaluations		
	Efficient internal system for disseminating information		
	Academic offerings		
	Participation in mobility programmes		
	Participation in research projects		
	Potential participation in managing and advisory bodies		
	Programmes for reception and integration		
	Academic recognition		
	Security and cleaning on campus		
	Sustainability		
	Administrative processing of documents and records related to academic offerings		
	Ethics and transparency		

RELEVANT STAKEHOLDERS	REQUIREMENTS (NEEDS AND EXPECTATIONS)	MONITORING	PARTICIPATION IN MANAGING AND ADVISORY BODIES
Technical and administrative personnel	Fulfillment of contractual requirements	Evaluation of efficacy of training	Advisory Council for Quality and Sustainability Managing Council
	Availability of proper workspaces and equipment	Evaluation of workshops	General Council
	Availability of nutritional services	Diagnosis of training needs;	
	Availability of information systems, digital infrastructure and associated services	Praise, suggestions and complaints	
	Professional stability	Surveys (e.g. Satisfaction with Organizational Climate Survey);	
	Motivation	Meetings of managing and advisory bodies;	
	Professional training		
	Participation in mobility programmes		
	Potential participation in managing and advisory bodies		
	Recognition of performance		
	Occupational health		
	Security and cleaning on campus		
	Sustainability; ethics and transparency		
Workers' representatives	Security and health in labour; communication; participation in management structures.	Feedback and information obtained from consultations with workers' representatives	Workers' Commission

Source: Office of Studies, Planning and Quality (GEPQ).

RELEVANT STAKEHOLDERS	REQUIREMENTS (NEEDS AND EXPECTATIONS)	MONITORING	PARTICIPATION IN MANAGING AND ADVISORY BODIES
Affiliates	Support for knowledge-transfer activities (ex: consulting; training; provision of services) Availability of proper workspaces and equipment Availability of classrooms and auditoriums Availability of information systems, digital infrastructure and associated services Potential participation in managing and advisory bodies Promotion of knowledge-transfer activities in partnership with community Security and cleaning on campus Sustainability Ethics and transparency	Integrated Activity and Management Report Meetings with the Rectory	Advisory Council for Quality Assurance and Sustainability (through affiliate Directors)
EXTERNAL			
Directorate-General of Higher Education	Fulfillment of legal requirements related to integration into the Portuguese Higher Education System Integration into Portuguese Higher Education System Sustainability Ethics and transparency	Reports (RAIDES; REBIDES, etc.)	(Not applicable)
National and international agencies for Evaluation and Accreditation of Higher Education	Quality assurance in higher education Participation in periodic external evaluation processes Sustainability Ethics and transparency	ACEF, PERA and NCE guides (among others) Institutional evaluation reports Follow-up reports on programmes and SIGQ-Iscte	(Not applicable)
Foundation for Science and Technology	Correct utilization of financial resources Quality assurance in research Active research fraud prevention policies Sustainability Ethics and transparency	Research Unit Activity Reports	(Not applicable)
Applicants	Availability of information about academic offerings Ease in completing enrolment Sustainability Ethics and transparency	Meetings of advisory bodies;	(Not applicable)

RELEVANT STAKEHOLDERS	REQUIREMENTS (NEEDS AND EXPECTATIONS)	MONITORING	PARTICIPATION IN MANAGING AND ADVISORY BODIES
Directorate-General of Budget	Presentation of budgets and budget reports within outlined deadlines Proper use of budget resources Ethics and transparency	Monthly monitoring Map of financial execution of revenues and expenses Auditors' Report	(Not applicable)
Graduates	Support in preparing *curriculum vitae*; interview and active job search preparation Employment Internship offers Sustainability Ethics and transparency	Surveys (e.g. Workforce integration survey) Meetings of advisory bodies	Advisory Council for Quality Assurance and Sustainability
Alumni	Integration into networks of former students Sense of institutional allegiance Sustainability Ethics and transparency	Meetings of advisory bodies	Advisory Council for Quality Assurance and Sustainability
Employers	Suitability of graduates to their needs Collaboration Graduates with skills Sustainability Ethics and transparency	Surveys (e.g Survey for Employing Entities of Iscte) Meetings of advisory bodies	Advisory Council for Quality Assurance and Sustainability
Partner organizations	Fulfillment of protocols Sustainability Ethics and transparency	Integrated Activity and Management Report	(Not applicable)
Service providers and suppliers	Collaboration of university in resolving problems and responding to specific needs of knowledge Space and services associated with event organization Sustainability Ethics and Transparency Performance evaluation Continuation of deliveries Fulfillment of contractual requirements Sustainability Ethics and transparency	Service satisfaction surveys (ex. Event satisfaction survey) Audits Evaluation of suppliers Service satisfaction surveys (e.g. User Satisfaction with Iscte Nutritional Units)	(Not applicable)
Distributors and leaseholders	Related contractual and documented objectives, as well as those that result in common benefit (win-win relationships); security; support infrastructure (energy, water)	Maintenance of contractual relations; informations released during periods of monitoring related to contracts and their results	
Workers' representatives (unions)	Social dialogue; fulfillment of labour legislation; participation and consultation	Information released during periods of consultation	

RELEVANT STAKEHOLDERS	REQUIREMENTS (NEEDS AND EXPECTATIONS)	MONITORING	PARTICIPATION IN MANAGING AND ADVISORY BODIES
Partnerships and consortia	Establishment of mutually beneficial partner relations (win-win relationships); fulfillment of documented agreements; maximization of results	Information released during periods of consultation; indicators related to agreements and partnerships	
Local community	Security and cleaning on campus Spaces and services associated with event organization Sustainability Ethics and transparency	(Not applicable)	(Not applicable)

Source: Office of Studies, Planning and Quality (GEPQ).

Appendix 6

Table 6.1. Function and Responsibilities of Managment, Advisory Bodies and Decentralized Organic Units in the Domain of Quality

GENERAL COUNCIL	Concerns the General Council:
Iscte – University Institute of Lisbon bylaws, 20/2019 Normative dispatch, Diário da República, 2nd series, 11-09-2019	– Approve its regulations; – Discuss and approve changes on the Iscte statutes, by a two-thirds majority of its members; – Approve Iscte's Electoral Regulations, concerning elections and co-optations for the government and central coordination bodies; – Approve the Provider's Regulation; – Approve disciplinary regulations in accordance with the principles and procedures approved in the applicable legislation; – Organize the election procedure, elect the Rector and submit the result of the election to the approval of the Board of Trustees, in accordance with the law, the Articles of Association and the Electoral Regulations of Iscte; – Appreciate the acts of the Rector and the Management Council; – Provide the initiatives that include the proper functioning of the institution; – Decide on the appeals and complaints that are made to your appreciation; It is also incumbent upon the General Council, on a proposal from the Rector and taking into account the bodies that, under the terms of the law or the Statutes, have pronounce on the following matter: – To approve the medium-term strategic plans and the action plan for the four-year term of office of the Rector; – To approve the general guidelines of the institution in the scientific, pedagogical, financial and patrimonial plans; – Create, transform or extinguish organic units; – Approve the activity plans and the annual study of the institution's activities; – Approve the budget proposal, accompanied by the opinion of the Statutory Auditor; – Approve the individual and consolidated accounts, accompanied by the opinion of the Statutory Auditor; – Set the value of the tuition fees – Approve the creation, promotion or integration, by Iscte, of other entities, under the terms and for the purposes of article 5; – To pronounce on any other matters addressed to it by the Rector.
RECTOR	Prepare and submit to the General Council proposals for:
Iscte – University Institute of Lisbon bylaws, 20/2019 Normative dispatch, Diário da República, 2nd series, 11-09-2019	– Medium-term strategic plans and action plan for the quadrennium of the mandate; – General guidelines for the scientific and pedagogical plan of the institution – Activity plan and it's report; – Budget, individual and consolidated accounts, followed by the opinion of the Statutory Auditor; – Creation, alteration or extinction of strategic areas, and definition of the respective forms of organization and coordination; – Creation, transformation or extinction of decentralized organic units; – Statutes, regulations and participation projects in other entities with which Iscte and / or its decentralized organic units are related, pursuant to article 5 of these statutes; – Establishment of consortia for the purpose of article 5; – Tuition fees

(cont.) RECTOR Iscte – University Institute of Lisbon bylaws, 20/2019 Normative dispatch, Diário da República, 2nd series, 11-09-2019	Create, merge and extinguish technical and administrative services, after consulting the Management Council; Designate, under the terms of the law and by the Statutes, the Student Ombudsman/Provider; Approve the creation, suspension and extinction of courses; Approve the maximum values for new admissions and enrollments in each cycle of studies; Superintend in academic management, deciding, matters regarding the opening of competitions, the appointment and hiring of personnel, in any capacity, the appointment of juries of competitions and academic exams and the system and regulations for the evaluation of teachers and students; To authorize the waiver of teaching or research service of teachers / researchers who hold academic, pedagogical and scientific management positions, under the terms defined in a specific regulation, approved by rector's order, after consulting the Management Council. Guide and supervise the human resources management and the administrative and financial management of the institution, ensuring efficiency in the use of its means and resources; Superintend in social services and designate the respective Administrator; Assign support to students within the scope of school social action, under the terms of the law; Approve the granting of titles or honorary distinctions; Grant the status of professor and researcher emeritus based on the criteria defined by the Scientific Council; Approve codes of good practice in pedagogical matters and good governance and management; Institute academic or academic prizes, as well as prizes and incentives for teachers, researchers and non-teaching staff; Appoint the heads of the decentralized organic units, on their proposal, under the terms of the law and regulations of those; Exonerate the heads of the decentralized organic units, under the terms of the law and the regulations of those; Appoint and dismiss, under the terms of the law and the Articles of Association, the Administrator and the directors of Iscte's services; Approve the regulations provided for by law and in the Articles of Association that are not within the specific competence of the General Council; Exercise disciplinary power, under the terms of the law and regulations; Ensure compliance with laws, statutes and regulations, namely with regard to the University Teaching Career Statute; Propose the initiatives deemed necessary for the institution to function properly; Communicate to the supervising minister all the necessary data for the exercise of this, namely, the plans and budgets and the reports of activities and accounts; Take the necessary measures to guarantee quality in the institution and its organic units, in the fields of teaching, research, management, support for students and services to the community; Ensure compliance with the resolutions taken by the Iscte collegiate bodies;

MANAGEMENT COUNCIL Iscte – University Institute of Lisbon bylaws, 20/2019 Normative dispatch, Diário da República, 2nd series, 11-09-2019	Support the Rector in the preparation of annual and multiannual activity plans and ensure their implementation; To systematically monitor and evaluate the activity carried out, namely making the different services responsible for the use of the means made available to them and for the results achieved; Support the Rector in preparing the activity report; Prepare the social report, in accordance with the applicable law; Exercise the powers of direction and management of non-teaching and non-research staff; Perform acts related to personnel provided for by law and in the Articles of Association; Perform other management acts resulting from the application of the Statutes and necessary for the proper functioning of the services; Prepare opinions, studies and information requested by the Rector and the General Council. Support the Rector in the preparation of the annual budget and ensure its execution; Collect and manage revenues and authorize expenses, under the terms of the law; Prepare the management account; Ensure the necessary conditions for the exercise of financial and budgetary control by legally competent entities. Set fees and fees, except for tuition fees due by students, which are approved by the General Council. Fix fines and other penalties.
SENATE **Source:** Senate Bylaws, Deliberation n. 331/2011, DR n. 24 (2nd series) of 03-02-2011	Approve the Senate Charter. Pronounce on the annual activity plans and appreciate the institution's annual activity report. To issue an opinion, under the terms of the Senate Rules, on disciplinary proceedings that may lead to the application of severe penalties. To pronounce on the medium-term strategic plans and the action plan for the four-year term of office of the Rector. Pronounce on the general guidelines of the institution in the scientific, pedagogical, financial and patrimonial planes. Pronounce on the plans and annual reports of the institution's activities. Provide an opinion on the Student Disciplinary Regulation.

ETHIC COMMISSION **Source:** Ethic Commission Bylaws, Dispatch n. 7095/2011, DR n.º 90 (2nd series) of 10-05-2011	Propose to the rector, policies on ethics in the field of teaching, scientific research and the provision of services to the community; Give advice to the Rector on ethical problems raised in the activity of Iscte in the areas of teaching, scientific research and the provision of services to the community. In the scientific area, prepare proposals, recommendations and opinions on research ethics issues related to: – The involvement of human beings in research projects, directly as objects of research or indirectly, but also susceptible to affect them; – Respect for informed consent; – The protection of privacy and personal data; – Protection of especially vulnerable people; – The use of animals in research projects. Pronounce, in articulation with the Pedagogical Council, on ethical issues related to teaching, namely in the areas of copyright and plagiarism. Prepare recommendations and give opinions on the application in the activities of Iscte of the professional codes of ethics and the declarations and national and international guidelines on ethics and bioethics. Prepare, at the end of each calendar year, a report on its activity, to be sent to the Rector.
SCIENTIFIC COUNCIL **Source:** Scientific Council Bylaws, Dispatch n. 17375/2010, DR n.º 224 (2nd series) of 29-04-2016	Prepare and propose to the Rector the Rules of Procedure of the Scientific Council. Pronounce itself on the creation, transformation or extinction of Iscte's decentralized organic units. Propose or pronounce on the award of titles or honorary distinctions. Appreciate Iscte's scientific activity plan. To resolve on the distribution of the teaching service, subjecting it to the approval of the Rector. Pronounce on the creation and alteration of study cycles and approve the study plans of the study cycles taught, as well as the provisions on curricular transitions. Propose or comment on the institution of school awards. Propose or comment on international agreements and partnerships. Propose the composition of juries for exams and academic contests. Practice the other acts foreseen in the law related to the teaching and research career and the recruitment of teaching and research staff, namely pronouncing on the scientific merit of teachers.

PEDAGOGICAL COUNCIL	Prepare the annual report on the educational situation of Iscte.
Source: Pedagogical Council Bylaws, Dispatch n. 5811/2016, DR n. 83 (2nd series) of 29-04-2016	Prepare an annual activity plan, budget and activity report for the Pedagogical Council.
	Pronounce on pedagogical guidelines and teaching and assessment methods.
	Promote regular surveys of the pedagogical performance of the organic unit and its analysis and dissemination.
	Promote the assessment of the pedagogical performance of teachers, by them and by students, and their analysis and dissemination.
	Propose measures for the quality of teaching.
	Consider complaints about pedagogical failures and propose the necessary measures.
	Approve, review and verify compliance with the General Knowledge Assessment Regulation.
	Pronounce on the creation of study cycles and on proposals for organization and alteration of the plans of the study cycles taught.
	Pronounce on the institution of school awards.
STUDENTS PROVIDER	Examine student complains or sugestions on pedagogical and/or social action matters.
Source: Regulation of Iscte Student Provider, DR n. 203 (2nd series) of 19-10-2010	
DEPARTMENTS	Promote the qualification and updating of the department's professors.
Source: Statutes of Iscte, Regulatory Dispatch n. 20/2019; DR n. 174 (2nd series) of 11-19-2019.	Promote the internationalization of the teaching staff and exchange with similar foreign institutions.
	Propose the creation and restructuring of courses. Propose changes to study plans.
	Prepare the Department's annual activity plan, budget and activity report.
RESEARCH UNITS	Develop fundamental and applied scientific research, ensure internationally recognized quality standards.
Source: Statutes of Iscte, Regulatory Dispatch n. 20/2019; DR n. 174 (2nd series) of 11-19-2019.	Participate in the creation and restructuring of the plans of study concerning the Master's and PhD programmes.
	Promote the internationalization of their activities. Prepare an annual report and activity plan.
SCHOOLS	Organize and manage the resources involved in the functioning programmes, elaborate proposals related to this programmes and ensure the proper functioning of the teaching activities.
Source: Statutes of Iscte, Regulatory Dispatch n. 20/2019; DR n. 174 (2nd series) of 11-19-2019.	Alterations and restructuring proposals for programme study plans to departments and research units.
	Propose the creation, opening, closure and cancellation of study programmes.
	Prepare an annual activity plan, budget and schools' activity report.
DPO	Ensure the conclusion of both periodic and unscheduled audits.
Source: General Data Protection Regulations (RGPD), Law n 58/2019, Official Gazette (1st series) August 8th, 2019	Raise user awareness on the importance of promptly detecting security incidents and reporting it imediatly to the security officer.

Appendix 7

Table 7.1. Responsibility and Deadlines Related to Monitoring Instruments

MONITORING INSTRUMENTS	INDIVIDUALS RESPONSIBLE	FREQUENCY	DEADLINES
PLANS			
Iscte Strategic Plan of Action	Rectory	Quadrennial	Within 3 months of taking office
Annual Activity Plan	Rectory	Annual	December 31
Budget	Rectory	Annual	Mid-August
Unit Activity Plan and Budget	Director; Managers; CC and CP Presidents	Annual	October 15
Risk Management Plan for Corruption and Related Offenses	PGRCIC Monitoring and Follow-Up Commission	Annual	December 31
REPORTS			
Integrated Activity and Management Report of Iscte	GEPQ; Financial Unit	Annual	May 31
School Activity Report	School Director	Annual	March 31
Unit Activity Report	Director; Managers; CC and CP Presidents	Annual	January 31
Monitoring Report for Risk Management Plan for Corruption and Related Offenses	PGRCIC Monitoring and Follow-Up Commission	Annual	December 31
Programme Self-Evaluation Report (RAC)	Programme Director	Annual	January 31
Curricular Unit Report (RUC)	CU Coordinator	Semesterly	Within one month of ending according to the book of terms for normal period
MQ Revision	Quality Assurance Commission; Director of Quality	Biannual	December 31
OTHER MONITORING INSTRUMENTS			
RUC Updates (when necessary)	ECTS Coordinator	Annual	September 15
Class Summary	Teachers	_	8 days after teaching
Class Plan	Teachers	_	September 15

MONITORING INSTRUMENTS	INDIVIDUALS RESPONSIBLE	FREQUENCY	DEADLINES
Pedagogical Monitoring	Pedagogical Council; GEPQ	Semesterly	The period corresponding to the final 20% of classes for each CU
Midterm Monitoring	Coordinator of Year/Programme	Semesterly	4th and 5th weeks of classes
Plan of Action for Improvement	Participants	_	15 business days
Improvement Plan for Specified Teacher/CU Pairs	Department Director and Teacher	Semesterly	15 business days
Monitoring of Improvement Plan for Specified Teacher/CU Pairs	Department Director and Teacher	Semesterly	By end of following semester
Implementation of Improvement Plan for Specified Teacher/CU Pairs	Department Director and Teacher	Semesterly	Before beginning of following academic year

Appendix 8

Table 8.1. Macroprocesses: Inputs, Outcomes, Supporting Documents and Individuals Responsible

MACROPROCESS	INPUTS	OUTPUTS	SUPPORTING DOCUMENTS	INDIVIDUALS RESPONSIBLE
Governance	Mission, vision and values of Iscte; Strategic Plan of Iscte; Annual Activity Plan; other plans of Iscte; National and European legislation; supervisory guidelines; reports on prior management cycles; meetings with managing and advisory bodies	Integrated Activity and Management Report; Reports from national and international institutional evaluations; organizational body meeting minutes	Strategic Plan of Iscte; Annual Activity Plan	Rectory Staff Administrator
Sustainability	Strategic Plan of Iscte; Annual Activity Plan; Programme of Project Activities between: Iscte, University of Aveiro, University of Gothenburg and Columbus Association United Nations Sustainable Development Goals Sustainability policy at Iscte; Environmental Management System, Context and Stakeholders	List of significant environmental aspects and related Plans of Action; reports from internal and external audits;	Matrix for identifying and evaluating environment-al impacts; Training Plan; Prevention Plan; Procedures	Rector; Director of Sustainability
Teaching and Learning	Legislation; guidelines from national and international evaluation agencies; Strategic Plan of Iscte; Annual Activity Plan; supervisory guidelines (DGES); results of evaluation of accreditation of programmes; information about students; pedagogical monitoring reports	Programmes; study plans; accreditation decisions; academic offerings (brochure; site; social media...); admission, enrollment and attendance by students; degree certificates and diplomas; pedagogical monitoring reports	Quality Procedures; Manuals; A3ES Reports; Reports from international evaluations	Vice-Rector for Information Systems and Quality

MACROPROCESS	INPUTS	OUTPUTS	SUPPORTING DOCUMENTS	INDIVIDUALS RESPONSIBLE
Research	Strategic Plan of Iscte; Annual Activity Plan; European Horizon 2020 Strategy; FCT Activity Reports; FCT Regulations; Applications for research projects; Results of FCT evaluations of Iscte Research Units; Academic dissemination	Academic publications; follow-up reports on Research Unit Activities (FCT); research projects; teaching products; publications/ studies	Quality Procedures; Regulations of FCT and other entities	Vice-Rector for Research; Research Unit Directors
Interaction with Society	Strategic Plan of Iscte; Activity Plan and Budget of Iscte; Needs of society (companies; local authorities; state)	Academic offerings (teaching products - programmes; trainings); agreements/ protocols; conferences and seminars; consulting services; budgets	Procedure manuals; Meeting minutes	Rector
Internationalization	Iscte Strategic Plan of Action; Activity Plan and Budget; Foreign students; International bodies; Teachers; Needs for participating in conferences/ events/ international fairs	Agreements/ protocols; teaching products in English; attendance of international students; participation of foreign teachers in educational activities	Activity Report of events	Vice-Rector for Internationalization
Resources	Human resources needs; operational evaluations of skills, training, and supply (goods and services); equipment and infrastructure for student support, dissemination, communication; documents, records, data, computer applications, software	Human resources contracts; trained, evaluated human resources with skills; purchases completed; selection and evaluation of suppliers; plans for maintenance, recording and intervention; methods of communication and imaging (leaflets, site, audiovisual circuit...); created, maintained or improved information systems and platforms; operational databases; organized events; information and documentation services; control and management reports	Procedure Manuals; Regulations	Administrator

Appendix 9

Table 9.1. Table of Correspondences: Macroprocesses and A3ES Requirements (ESG2015)

MACROPROCESSES OF ISCTE		GOVERNANCE	SUSTAINABILITY	CONTINUOUS IMPROVEMENT	TEACHING AND LEARNING	RESEARCH	INTERACTION WITH SOCIETY	INTERNATIONALIZATION	RESOURCES (financial, human and material resources)
A3ES 2016 REFERENCE (ESG2015) – AREAS OF ANALYSIS									
1. Quality assurance policy	**Benchmark 1** Adoption of quality assurance policy and pursuit of objectives of quality	x	x	x					
2. Quality assurance in processes central to institutional mission	**Benchmark 2** Design and approval of academic offerings	x	x	x	x			x	
	Benchmark 3 Teaching, learning and evaluation centered on the student	x	x	x	x			x	
	Benchmark 4 Admission, advancement, recognition and certification of students	x	x	x	x			x	
	Benchmark 5 Continual monitoring and periodic review of programmes	x	x	x	x			x	
	Benchmark 6 Research and development/ directed research and professional development at a high level	x	x	x		x	x	x	
	Benchmark 7 Collaboration with other institutions and the community	x	x	x		x	x	x	
	Benchmark 8 Internationalization	x	x	x			x	x	
3. Quality assurance in resource management and support services	**Benchmark 9** Human resources	x	x	x					x
	Benchmark 10 Physical resources and services	x	x	x					x

MACROPROCESSES OF ISCTE		GOVERNANCE	SUSTAINABILITY	CONTINUOUS IMPROVEMENT	TEACHING AND LEARNING	RESEARCH	INTERACTION WITH SOCIETY	INTERNATIONALIZATION	RESOURCES (financial, human and material resources)
A3ES 2016 REFERENCE (ESG2015) – AREAS OF ANALYSIS									
4. Management and publication of information	**Benchmark 11** Information management	x		x					x
	Benchmark 12 Public information	x	x	x					x
5. Periodic external evaluation	**Benchmark 13** External quality assurance of a cyclical character	x	x	x					

Appendix 10

Table 10.1. Table of Correspondences: Macroprocesses and Requirements of ISO Regulations 9001:2015 and 14001:2015

MACROPROCESSES OF ISCTE			GOVERNANCE	SUSTAINABILITY	CONTINUOUS IMPROVEMENT	TEACHING AND LEARNING	RESEARCH	INTERACTION WITH SOCIETY	INTERNATIONALIZATION	RESOURCES (financial, human and material resources)
NP ISO 9001:2015 and ISO 14001 Requirements										
4. Organizational context	4.1.	Understanding of the organization and its context	x	x	x					
	4.2.	Understanding the needs and expectations of stakeholders	x	x	x					
	4.3.	Determining the scope of the quality management system	x	x	x					
	4.4.	Quality management system with respective processes	x	x	x					
5. Leadership	5.1.	Leadership and commitment	x	x	x					
	5.2.	Policy	x	x	x					
	5.3.	Functions, responsibilities and organizational authorities	x	x	x					
6. Planning	6.1.	Actions concerning risks and opportunities	x	x	x	x	x	x	x	
	6.2.	Goals for quality and plans to meet them	x	x	x	x	x	x	x	
	6.3.	Planning of alterations	x	x	x	x	x	x	x	
7. Support	7.1.	Resources	x	x	x					x
	7.2.	Competencies	x	x	x					x
	7.3.	Awareness	x	x	x					x
	7.4.	Communication	x	x	x					x
	7.5.	Documented information	x	x	x					x

MACROPROCESSES OF ISCTE		GOVERNANCE	SUSTAINABILITY	CONTINUOUS IMPROVEMENT	TEACHING AND LEARNING	RESEARCH	INTERACTION WITH SOCIETY	INTERNATIONALIZATION	RESOURCES (financial, human and material resources)
NP ISO 9001:2015 and ISO 14001 Requirements									
8. Operations	8.1. Operational planning and control	x	x	x	x	x	x	x	x
	8.2. Requirements for products and services	x	x	x	x	x	x	x	x
	8.3. Design and development of products and services	x	x	x	x	x	x	x	x
	8.4. Management of processes, products and services from external suppliers	x	x	x	x	x	x	x	x
	8.5. Production and provision of services	x	x	x	x	x	x	x	x
	8.6. Delivery of products and services	x	x	x	x	x	x	x	x
	8.7. Management of non-conforming outcomes	x	x	x	x	x	x	x	x
9. Performance Evaluation	9.1. Monitoring, editing, analysis and evaluation	x	x	x	x	x	x	x	x
	9.2. Internal audit	x	x	x					x
	9.3. Review by management	x	x	x					x
10. Improvement	10.1. General issues	x	x	x	x	x	x	x	x
	10.2. Non-conformity and corrective action	x	x	x	x	x	x	x	x
	10.3. Continuous improvement	x	x	x	x	x	x	x	x

Appendix 11

Table 11.1. List of Quality Procedures

MACROPROCESSES	UNIT | SERVICE	CODE	DESIGNATION
Governance, sustainability and improvement	CC	PQ.CC.SGE-AGCAD 01	Plan of teaching services
	GEPQ	PQ.GPSQ.01	Management of plans of action for improvement
	GEPQ	PQ.GPSQ.02	Documented information
	GEPQ	PQ.GEAPQ.03	Management of praise, suggestions and complaints
	GEPQ	PQ.GPSQ.04	Audits
	GEPQ	PQ GPSQ.08	Planning and monitoring of Iscte activities
	GEPQ	PQ GEAPQ.09	Performance evaluation of Iscte teachers
	GEPQ	PQ.GPSQ.11	Environmental emergency scenarios
	GEPQ	PQ.GPSQ.12	Environmental aspects
	GEPQ	PQ.GPSQ.13	Obligations of conformity
	GEPQ	PQ.GPSQ.14	Operational control
Teaching and Learning	CP	PQ.CP.01	Institutional information communication
	CP	PQ.CP.02	Pedagogical monitoring – midterm
	CP	PE.CP.03	Pedagogical audit
	GEPQ	PQ.GEAPQ.05	Final pedagogical monitoring
	GEPQ	PQ.GEAPQ.06	Monitoring of graduates' integration into professional world
	SGE	PQ.SGE.01	Academic career of students admitted through CNA
	SGE	PQ.SGE.02	Procedure for registering and submitting final Master's project
	SGE | UGC	PQ.SGE.UGC.01	Evaluation and accreditation of cycles of study
	SGE | UGC	PQ.SGE.UGC.02	Curricular restructuring
Research	Rector	PQ.REITOR.02	Monitoring of research activities
	GAI	PQ.GAI.01	Management of academic awards
	GAI	PQ.GAI.02	Management of research, development and innovation projects
Internationalization	URI	PQ.GRI.01	International mobility

MACROPROCESSES	UNIT | SERVICE	CODE	DESIGNATION
Human resources	SRHCP – URH	PQ.URH.01	Training for non-teaching staff
	SRHCP – URH	PQ.URH.02	Hiring of personnel
Financial resources	UF	PQ.UF.01	Budget and financial management
Material resources and support services	SAS	PQ.SAS.01	Attribution of scholarships
	SAS	PQ.SAS.02	Attribution of emergency support
	SAS	PQ.SAS.GAA.01	Psychological counseling
	SAS	PQ.SAS.GAA.02	Educational counseling
	SAS	PQ.SAS.GAA.03	Support processes for students with special educational needs
	EA	PQ.GAOU.AEA.01	Reception, opening, registration and distribution of correspondence
	EA	PQ.GAOU.AEA.02	Delivery of correspondence
	EA	PQ.GAOU.AEA.03	Transfer of documents to central archive
	EA	PQ.GAOU.AEA.04	Consultation of central archive documents
	EA	PQ.GAOU.AEA.05	Requisition and return of documents to central archive
	EA	PQ.GAOU.AEA.06	Preparation and updating of archival document management regulations
	EA	PQ.GAOU.AEA.07	Elimination of archive documents
	GDSI	PQ.GDSI.01	Request for alteration of information system
	GEPQ	PQ.GPSQ.07	Monitoring of organizational climate
	SRHCP | UER	PQ.UER.01	Maintenance and handling of technological infrastructure
	SRHCP | UER	PQ.UER.02	Control of energy and water consumption
	SRHCP | UER	PQ.UER.03	Waste management
	SRHCP | UC	PQ.UPC.02	Manual of procedures for acquiring goods and services
	SID	PQ.SID.GPPB.01	Management of periodic database publication
	SID	PQ.SID.PAQ.01	Acquisition policy
	SID	PQ.SID.AT.01	Face-to-Face Service

MACROPROCESSES	UNIT | SERVICE	CODE	DESIGNATION
	SID	PQ.SID.BO.01	Supply database
	SID	PQ.SID.FUE.01	User training for E-Learning
	SID	PQ.SID.NEE.01	Use of Ppecial Needs/Audiovisual Multimedia Room
	SID	PQ.SID.SP.01	Sanctions and penalties
	SID	PQ.SID.TM.01	Document processing – monographs
	SID	PQ.SID.PP.01	Document processing of periodicals
	SID	PQ.SID.FB.01	Facebook
	SID	PQ.SID.ADEC.01	Cultural outreach activities
	SID	PQ.SID.SE.01	Group study rooms
	SID	PQ.SID.BN.01	Biblionews
	SID	PQ.SID.CT.01	Resources: Booklets on specific topics
	SID	PQ.SID.ED.01	Internal lending
	SID	PQ.SID.EIB.01	Interlibrary lending
	SID	PQ.SID.FU.01	User training
(cont)	SID	PQ.SID.IE.01	Statistical information
Material resources and support services	SID	PQ.SID.LP.01	In-person lecturing
	SID	PQ.SID.REP.01	Repository
	SID	PQ.SID.SR.01	Reference services
	SID	PQ.SID.IMS.01	Information for improving services
	SID	PQ.SID.GI.01	Research units
	SID	PQ.SID.CIÊN-IUL.01	Ciência-IUL
	SID	PQ.SID.BCROSS.01	Bookcrossing
	SID	PQ.SID.GII.01	Individual Research Offices
	SID	PE.SID.01	Additional codification of documents in SID
	SRHCP – URH	PQ.URH.01	Training for non-teaching staff
	SRHCP – URH	PQ.URH.02	Hiring of personnel
	SIIC	PE. SIIC.01	Recovery of digital information
	SIIC	PE. SIIC.02	Maintenance and recovery of tickets system
	SIIC	PQ.SIIC.01	Central system network monitoring
	SIIC	PQ.SIIC.02	Management of basic network services
	SIIC	PQ.SIIC.03	Creation and alteration of rules for access and security

Appendix 12

Table 12.1. Quality Monitoring Surveys

SURVEY DESIGNATION	PRINCIPAL OBJECTIVE	TARGET GROUP	METHOD OF APPLICATION	INDIVIDUALS RESPONSIBLE	FREQUENCY
QUALITY IN TEACHING AND LEARNING					
Pedagogical monitoring survey	To monitor the pedagogical process (teaching and learning)	Undergraduate, Master's and doctoral students; teacher (CU Coordinators); graduates from all levels of degree programmes	Online	GEPQ	Semesterly
Integration into professional life survey	To learn students' paths to professional/ occupational integration within one year of finishing their programmes	Graduates from all levels of degree programmes	Online	GEPQ	Annual
New student survey –academic path, sources of information, attracting factors and expectations for performance	To learn students' motives and expectations in relations to Iscte and their programme	First-year or first-enrollment students	Online	GEPQ	Annual
Survey for employers of Iscte graduates	To learn employers' opinions on Iscte gradautes	Employing entities of Iscte graduates	Online	GEPQ	Triannual
QUALITY IN INTERACTION WITH SOCIETY					
Survey for employers of Iscte graduates	To learn employers' opinions on Iscte gradautes	Employing entities of Iscte graduates	Online	GEPQ	Annual
INDEG-ISCTE					
Curricular Unit (CU) Evaluation	To gauge students' degree of satisfaction with a specific Curricular Unit.	Programme participants	Sending link to participants for response on platform.	Programme Director	At the end of a CU
Final programme evaluation	To gauge students' degree of satisfaction with a specific Programme	Programme participants	Sending link to participants for response on platform.	Programme Director	At the end of the programme
Evaluation of activities within rogrammes	To gauge students' degree of satisfaction with a specific activity.	Activity participants	Sending link to participants for response on platform.	Programme Director	At the end of the programme

SURVEY DESIGNATION	PRINCIPAL OBJECTIVE	TARGET GROUP	METHOD OF APPLICATION	INDIVIDUALS RESPONSIBLE	FREQUENCY
INTERNATIONALIZATION					
Incoming students opinion survey I	To evaluate the accompaniment, integration and reception activities upon the arrival of an international student	International students	Online	URI	Semesterly/ Annual
Incoming students opinion survey II	To evaluate the period of exchange after the departure of an international student	International students	Online	URI	Semesterly/ Annual
Evaluation Survey for Buddy System+ Project – Buddy Mentoring	To evaluate the performance of Buddy mentors and the satisfaction of international student	Student participants in Buddy System (incoming and outgoing) and Buddy Mentoring Programmes	Online	URI + IBS	Annual (after arrival of international students at Iscte)
Final Erasmus+ Student Report: for study and internship exchanges	To evaluate mobility that occurs through the Erasmus+ Programme	Erasmus+ Programme participants	Online	URI/National Erasmus+ Agency	Semesterly
Final Almeida Garrett Student Report	To evaluate mobility that occurs through the Almeida Garrett Programme	Almeida Garrett Programme participants	Online	URI	Semesterly
Final Luso-Brazilian Santander University Scholarship Student Report	To evaluate mobility that occurs through the Luso-Brazilian Santander University Scholarship Programme	Luso-Brazilian Santander University Scholarship Programme participants	Online	URI	Semesterly
Final IBS Summer School Report (Summer Schools abroad)	To evaluate summer school	IBS student participants in Summer Schools	Online	IBS	Annual
Outgoing Report	To evaluate mobility and gather information on the destination and experience of the students – 5 open questions	IBS student participants in international mobility programmes	Online	URI/IBS	Semesterly
Survey of satisfaction on Exchange Week event	To evaluate Exchange Week event	International professors visiting on mobility	Online	IBS	Annual, after the event
Workshops evaluation survey	To evaluate the quality of workshops administered by companies for IBS students	Students	On paper or online	IBS	After each workshop
IBS Career Forum evaluation survey	To evaluate IBS Career Forum	Students and companies	Online	IBS	Annual, after the event

SURVEY DESIGNATION	PRINCIPAL OBJECTIVE	TARGET GROUP	METHOD OF APPLICATION	INDIVIDUALS RESPONSIBLE	FREQUENCY
QUALITY IN SUPPORT SERVICES					
Organizational Climate Survey	To gauge levels of satisfaction and motivation of technical and administrative personnel with organizational climate/ work environment	Administrative and technical personnel	Online	GEPQ	Annual
Quality of service evaluation survey	To evaluate quality of service provided	Students in psychological counseling with GAA/SAS	Paper	GAA/SAS	Beginning of a new psychological counseling process
Diagnosis of training needs	To define training to host according to the needs of workers and individuals endorsed by supervisors responsible	Administrative and technical personnel	Sending survey to supervisors responsible	URH	Annual
Evaluation of efficacy of training	To gauge if training objectives were achieved	Administrative and technical personnel (for workshops of 12 or more hours)	Sending survey to managers	URH	Survey sent 6 months after the training is complete
Evaluation of training actions	To evaluate training administered in various areas	Trainees	Distribution to trainees at end of workshop	URH	Workshops organized by URH
Satisfaction Questionnaire for General Users	To evaluate degree of satisfaction of users with services provided after improvement and gauge their impact	Iscte Community	Electronic – Lime Survey	SID	Annual
Satisfaction Questionnaire for Users – Cultural Enrichment and Outreach Activities	To evaluate degree of satisfaction of users with services provided in Cultural Enrichment and Outreach Activities after improvement	Iscte Community	Electronic – Lime Survey	SID	Annual
Satisfaction Questionnaire for Internal Users – Interlibrary Loan	To evaluate degree of satisfaction of users with a set of items related to the provision of EIB services	Iscte Community	Electronic – Lime Survey	SID	Annual
Satisfaction Questionnaire for External Users (Libraries)- Interlibrary Loan	To evaluate degree of satisfaction with other libraries concerning a set of items related to the provision of EIB services	Iscte Community	Electronic – Lime Survey	SID	Annual

SURVEY DESIGNATION	PRINCIPAL OBJECTIVE	TARGET GROUP	METHOD OF APPLICATION	INDIVIDUALS RESPONSIBLE	FREQUENCY
Satisfaction Questionnaire for Trainees	To evaluate a set of parameters related to training activities for users (e.g. programme, trainer; duration, etc.)	Iscte Community	Paper	Trainers (various)	For each training
Satisfaction Questionnaire for Research Offices	To evaluate degree of satisfaction of those who use these services, gather general data, access forms and feedback on conditions through comments field	Iscte Community	Electronic – Google Forms	SID	For each reservation made
Satisfaction survey for Iscte events	To evaluate satisfaction with event organization	Clients	Online	Events and SIIC	When an event is organized
Evaluation of efficacy of training	To gauge if training objectives were reached	Administrative and technical personnel who have attended workshops of 12 hours or more	Sending survey to managers	URH	Survey sent six months after training
Workshop evaluation	To evaluate training administrated in various areas	Trainees	Distributed to participants at end of workshop	URH	Workshops organized by URH
Questionnaire on athletic habits and preferences of academic community	To evaluate athletic habits and preferences of academic community	Academic community	Online	UGDU	Annual

Appendix 13

Table 13.1. Networks, Partnerships and Agreements for Quality and Sustainability

ORGANIZAÇÃO	TIPO	DATA DE ADESÃO	SITE
Portugal SDG Alliance	Partner	2019	https://globalcompact.pt/alianca-ods
Charter of Diversity	Partner	2018	http://www.cartadiversidade.pt/
Columbus Association	Member	2016	https://www.columbus-web.org/en/
Globally Responsible Leadership Initiative (GRLI)	Partner	2013	https://grli.org/
Corporate Social Responsibility Association (GRACE)	Partner	2014	https://www.grace.pt
Marquês Valle Flôr Institute (IMVF)	Partner	2015	https://www.imvf.org/
Social Responsibility and Higher Education Institutions Observatory (ORSIES)	Member	2017	http://orsies.forum.pt/
Principles for Responsible Management Education (PRME)	Member	2011	https://www.unprme.org/
Sustainable Campus Network	Partner	2019	http://www.redecampussustentavel.pt
Sustainable Development Solutions Network (SDSN)	Member	2019	https://www.unsdsn.org/
Institutional Evaluation Programme (IEP)	Member	2013	https://www.iep-qaa.org/
Quality Researchers Network (RIQUAL)	Member	2019	https://riqual.org/
Sectoral Commission for Education and Training (CS/11)	Member	2016	http://www1.ipq.pt/PT/Pages/Homepage.aspx

Appendix 14

Quadro 14.1. Indicators of Institutional Progress

MACROPROCESS	PROCESS/AREA	DESIGNATION	UNIT	INDIVIDUALS RESPONSIBLE	SOURCE OF INFORMATION
Teaching and Learning	Student characteristics (applicants)	Level of demand/ strength index (1st application phrase)	Index (Base 100)	SGE	GEPQ
	Student characteristics (applicants)	Percent of spots filled (RGA) (in 3 phases)	Index (Base 100)	SGE	GEPQ
	Student characteristics (applicants)	Average grade of accepted applicants (1st application phase)	Number (0 to 20)	SGE	GEPQ
	Student characteristics (applicants)	Level of excellence	Index (Base 100)	SGE	GEPQ
	Student characteristics	Students	Number	SGE	GEPQ
	Student characteristics	Female students	%	SGE	GEPQ
	Student characteristics	Students with workers status	%	SGE	GEPQ
	Student characteristics	New students (1st year) from outside of AML	%	SGE	GEPQ
	Student characteristics/ Social Action	Scholarship students	%	SAS	GEPQ
	Student characteristics/ Internationalization	International students	%	SGE/URI	GEPQ
	Student characteristics/ Internationalization	Outgoing students on exchange	Number	URI	URI
	Student performance	Graduates from undergraduate programmes	Number	SGE	GEPQ
	Student performance	Scholastic failure rate (degree-conferring programmes)	%	SGE/CP	GEPQ
	Student performance	Effective passing rate (degree-conferring programme)	%	SGE/CP	GEPQ
	Student performance	Rate of completion	%	SGE	GEPQ
	Student performance	Rate of completion for female students	%	SGE	GEPQ
	Student performance	Rate of withdrawal	Number and %	SGE	GEPQ
	Employability	Employment rate in area of study	%	GEPQ	GEPQ
	Employability	Employment rate in first year after graduation	%	GEPQ	GEPQ

MACROPROCESS	PROCESS/AREA	DESIGNATION	UNIT	INDIVIDUALS RESPONSIBLE	SOURCE OF INFORMATION
(cont) Teaching and Learning	Academic offerings	Courses offered (total)	Number	SGE|UGC	SGE|UGC
	Academic offerings	Degree-conferring programmes	Number	SGE|UGC	SGE|UGC
	Academic offerings	New courses	Number	SGE|UGC	SGE|UGC
	Academic offerings	Student vacancies	Number	SGE|UGC	SGE|UGC
	Academic offerings	Programmes accredited by A3ES	%	SGE|UGC	SGE|UGC
Governance	Planning and management of activities	Fulfillment of activity plan by deadline	%	GEPQ	GEPQ
Interaction with Society	External relations	Courses with training related to real needs	Number	IPPS and Iscte Executive Education	GEPQ
	External relations	Companies participating in employment forums per year	Number	Schools	Schools
	External relations	Alumni enrolled in Iscte former students network	%	Iscte Club	GEPQ
	External relations	Internships	Number	Schools	Schools
	External relations	Curricular internships	%	Schools	Schools
Internationalization	Internationalization	International agreements	Number	Rectory Services	GEPQ
	Internationalization	Dual-degree or partner programmes with foreign universities	Number	SGE	SGE
	Internationalization	Programmes with all classes in English	Number	SGE|UGC	SGE|UGC
	Internationalization	Nationalities of foreign students	Number	URI	GEPQ

MACROPROCESS	PROCESS/AREA	DESIGNATION	UNIT	INDIVIDUALS RESPONSIBLE	SOURCE OF INFORMATION
Research	Research	Publications by eligible PhDs	Number	GAI	GAI
	Research	Organization of meetings, seminars and conferences	Number	GAI	GAI
	Research	Academic journals	Number	GAI	GAI
	Research	Academic publications	Number	GAI	GAI
	Research	Academic publications indexed in WoS or Scopus	Number	GAI	GAI
	Research	Publications in 1st or 2nd quartile academic journals (WoS and Scopus)	Number	GAI	GAI
	Research	Total funding for research units	€	GAI	GAI
	Research	Research projects	Number	GAI	GAI
	Research/ Internationalization	Participation in international research networks	Number	GAI	GAI
´	Quality System	Variations in number of complaints	%	GEPQ	GEPQ
	Quality System	Average time of response to complaints	Days	GEPQ	GEPQ
	Quality System	Fulfillment of plans of action from external audits	%	GEPQ	GEPQ
Financial Resources	Budget and financial management	Funding per students	€	UF	UF
	Budget and financial management	Total value of budget	€	Administrator	Administrator
	Budget and financial management	Percentage of OE in Iscte budget	%	UF	UF
Human Resources	Management of personnel/Research	Full-time researchers	Number	GAI	GAI
	Management of personnel/Research	Female researchers	Number	GAI	GAI
	Management of personnel	Career teachers	%	URH	GEPQ
	Management of personnel	Female career teachers	%	URH	GEPQ
	Management of personnel	Career teachers of foreign nationality	%	URH	GEPQ
	Management of personnel	Career teachers with PhDs	%	URH	GEPQ
	Management of personnel	Students per full-time teacher	Number	URH	GEPQ
	Management of personnel	Administrative and technical personnel	Number	URH	GEPQ
	Management of personnel	Technical personnel with higher education qualifications	%	URH	GEPQ

MACROPROCESS	PROCESS/AREA	DESIGNATION	UNIT	INDIVIDUALS RESPONSIBLE	SOURCE OF INFORMATION
Material Resources and Support Services	Social action/ Student characteristics	Students lodged in university residence	Number	SAS	SAS
	Social action/ Student characteristics	Emergency scholarships	Number	SAS	SAS
	Social action/ Student characteristics	Students with special needs status	Number	SAS	SAS
	Spaces	Classrooms	Number	UER	UER
	Spaces	Auditoriums	Number	UER	UER
	Spaces	Amphitheaters	Number	UER	UER
	Spaces	Study rooms	Number	UER	UER
	Spaces	Computer laboratories	Number	UER	UER
	Spaces	Research laboratories	Number	UER	UER
	Spaces	Area of rooms and meeting spaces	Number /m²	UER	UER
(cont.) Material Resources and Support Services	Spaces	Canteen	m²	UER	UER
	Spaces	Available computers	Number (students/ monitor)	SIIC	SIIC
	Digital infrastructure and communication	Interior area with wireless access	m² or %	SIIC	SIIC
	Digital infrastructure and communication	Average age of PCs	Years	SIIC	SIIC
	Spaces	Seating spaces in library	Number	UER/ SID	UER/ SID
	Spaces	Exposition area	m²	UER	UER
	Information and documentation	Available publications (SID)	Number	SID	SID
	Spaces	Spaces in university residence	Number	SAS	SAS
	Sports and culture	Area for athletic use	m²	UGDU	UGDU
	Sports and culture	Students with special status – athlete or high-performance athlete	Number	UGDU	UGDU
Sustainability	Environmental	Completion of 2018-2021 Environmental Management System (SGA) plan of action	%	GEPQ	GEPQ
	Environmental	Energy consumption	kW	GEPQ	GEPQ
	Environmental	Water consumption	m³	GEPQ	GEPQ
	Environmental	Wastes recycled	%	GEPQ	GEPQ