ASIGQ/18/0000001 — Submission of the request

Descriptive Items

A1. Scope of the audit

A1.1 The institution wishes the auditing of the internal quality assurance system for:
The overall institution

A1.1.1. Unit name:
Instituto Politécnico De Viseu

A2. Higher Education Institution or Unit

A2.1 Higher Education Institution or Unit

A2.1. Higher education institution:
Instituto Politécnico De Viseu

A2.2 Basic units / subunits

A2.2.1. Number of units/subunits:
5

A2.2.2. Listagem e caracterização das unidades/subunidades / List and characterization of units/subunits

Unidade/Subunidade Orgânica / Unit/Subunit	Ciclos de estudos (nº) / Study Cycles (no)				Estudantes / Students				Pessoal Docente (ETI) / Academic Staff (FTE)		
	1º Ciclo / 1st Cycle	2º Ciclo / 2nd Cycle	M.I. / I.M.	3º Ciclo / 3rd Cycle	1º Ciclo / 1st Cycle	2º Ciclo / 2nd Cycle	M.I. / I.M.	3º Ciclo / 3rd Cycle	Doutores / Ph.D.	Especialistas / Specialists	Outros / Other
ESAV	5	2	0	0	366	14	0	0	22	3.7	13.4
ESEV	9	7	0	0	1037	121	0	0	65	6.9	17.9
ESSV	1	5	0	0	359	99	0	0	23.6	5.7	2.9
ESTGV	13	8	0	0	1667	159	0	0	101.8	14.4	53
ESTGL	8	2	0	0	418	31	0	0	22.9	4.2	4.2

A2.3 Research Centres

A2.3.2. Listagem e caracterização dos Centros de Investigação / List and characterization of Research Centres

Centro de Investigação / Research centres	Investigadores (ETI) / Researchers (FTE) *			Classificação FCT / Rating FCT
	Doutorados / Ph.D.	Doutorandos / Ph.D. students	Outros / Others	
CI&DETS	165	4	38	Bom

A2.4 Number of Students

A2.4.1. 1st Cycle:
3847

A2.4.2. 2nd Cycle:
424

A2.4.3. Int. Master:
<no answer>

A2.4.4. 3rd Cycle:
<no answer>

A2.4.5. Daytime working regime:
4075

A2.4.6. After working hours:
196

A2.4.7. Distance learning:
<no answer>

A2.5 Teaching staff (FTE)

A2.5.1. With a Ph.D.:
235,3

**A2.5.2. Specialists
(in the case of polytechnic education):**
34,7

A2.5.3. Other:
98

A2.6 Researchers (with contract, post-doc, grant holders, ..., other than the teaching staff)

A2.6.1. With a Ph.D.:
<no answer>

A2.6.2. Ph.D. students:
<no answer>

A2.6.3. Other:
14

A2.7 Non-teaching staff

A2.7.1. With higher education qualifications:
89

A2.7.2. With secondary education qualifications:
51

A2.7.3. Other:
85

A2.8 Support Services

A2.8. Lista de Serviços / Services

Serviço / Service

Serviços Académicos/Academic Services

Serviços Administrativos/Administrative Services

Serviços Audiovisuais/Audiovisual Services

Serviços de Ação Social/Social Services

Serviços de Acesso ao Ensino Superior/Higher Education Access Services

Serviços de Apoio à Formação, Emprego e Projetos Training, Employment and Project Support Services

Serviços de Apoio à Inserção na Vida Ativa/Professional Integration Services

Serviços de Apoio à Mobilidade e à Cooperação Interinstitucional/Mobility and Inter-institutional Cooperation Services

Serviços de Apoio aos Órgãos de Gestão/Registrar Services

Serviços de Avaliação e Qualidade/Quality and Assessment Services

Serviços de Comunicação, Cultura e Documentação/Communication, Culture and Documentation Services

Serviços de Contabilidade, Tesouraria e Aprovisionamento/Accounting, Treasury and Supply Services

Serviços de Documentação/Documentation Services

Serviços de Enfermagem Veterinária e Laboratório de Anatomia Patológica Veterinária/Animal Healthcare Services and Laboratory of Veterinary Pathological Anatomy

Serviços de Expediente e Arquivo/Recipient and Archive Services

Serviços de Informática/IT Services

Serviços de Planeamento e Controlo de Gestão/Planning and Management Control Services

Serviços de Recursos Humanos/Human Resources Services

Serviços de Relações Externas/External Relations Services

Serviços Gerais/General Services

Serviços Jurídicos/Legal Services

Serviços Técnicos (Obras, Manutenção e Higiene e Segurança)/Technical Services (Construction, Maintenance and Health and Safety)

(22 Items)

A2.9 Other elements

A2.9. Other elements that the institution (or basic unit, if applicable) wishes to point out:

List of abbreviations:
A3ES – Agency for Assessment and Accreditation of Higher Education
ADIV – Association for the Development and Research of Viseu
AR – Assemblies of Representatives
CAcad – Academic Council
CAE – External Assessment Committee
CAQ – Quality and Assessment Council
CCISP – Coordinating Council for Polytechnic Higher Education Institutes
CE – Study Cycle
CG – General Council
CI&DEI – Education and Innovation Studies Centre
CI&DETS – Centre for Studies in Education, Technology and Health
CISeD – Digital Services Studies Centre
ComAQ – Quality and Assessment Commission
ComQ – Quality Commission
CP – Pedagogical Council
CTC – Scientific and Technical Council
DC/DD – Course/Department Director
DGES – Directorate-General for Higher Education
ECPDESP – Statute of the Teaching Career in the Higher Education Polytechnic System
ESG – European Standards and Guidelines
FCT – Foundation for Science and Technology
GAES – Access to Higher Education Office
GSTec – Technical Services Management Platform
I&D – Research & Development
ID&I – Research, Development & Innovation
IPV – Polytechnic Institute of Viseu
ISO – International Organization for Standardization
MGQ – Quality Assurance Manual
PQ – Quality Procedure
RAIDES – Registered Students and Graduates from Higher Education Institutions
SAC – Academic Services
SAS – Social Services
SC – Central Services
SCCD – Communication, Culture and Documentation Services
SciELO – Scientific Electronic Library Online
SD – Documentation Services
SF – Financial Services
SI – IT Services
SI/IPV – Polytechnic Institute of Viseu Information System
SIADAP – Integrated System for Performance Assessment in Public Administration
SIGQ – Internal Quality Assurance System
SIVA – Professional Integration Services
SRE – External Relations Services
SRH – Human Resources Services
UC – Curricular Unit
UI – Research Unit
UO – Organic Unit

Questions A3, A4 e A5

A3. Brief historical note on the development of mechanisms for internal quality assurance within the institution:

In 2006, Polytechnic Institute of Viseu (IPV) began to implement a Quality System to assess Central Services (SC). It produced the manual in which quality policies and system monitoring, planning and review methodologies were defined. Objectives, indicators, as well as targets were established. By the same time, SC Quality Council, entity responsible for the management of the system, and Quality Department, whose responsibility is to elaborate the documents that will support the management process, were created.

In 2007 system was certified in accordance with ISO 9001 and internal audits started to be carried out on a regular basis. In 2010, system obtained the renewal of its certification. That same year, Quality Commissions (ComQ) for institute's academic and documentation sectors were created. They were responsible for the harmonization of procedures and documents related to these services and would work for the IPV's Organic Units (UO) and for the definition of indicators and targets that ensure measurement of effectiveness of the procedures related to these areas.

In 2011, procedures covering Social Services (SAS) were defined and implementation of regular internal audits, for Academic (SAC), Documentation (SD) and SAS Services, was initiated. Quality Council reviewed the quality policy and the structure of the Quality Assurance Manual (MGQ) in order to cover all activities carried out by the institution. The 4 chapters of the version 0 of MGQ, General Aspects, Quality Policy, Organic Structure of the IPV and Organization of the Internal Quality Assurance System (SIGQ), were approved.

In 2012, Quality and Assessment Council (CAQ) and Organic Units' Quality and Assessment Commissions (ComAQ) were set in motion. That same year, SC Quality Council was terminated and SC/SAS ComQ was created. The ComQ on Financial Services (SF) was also created, an entity responsible for the harmonization of procedures and documentation of this field of activity. Procedures and instructions regarding planning and review of SIGQ, training offer management, human resources, infrastructure and material resources, information/documentation whith impact on institution activities, support services, international cooperation, training and research activities, activities developed with external entities, internal audits and suggestions, complaints and non-conformities were added to the MGQ. Indicators used to characterize the institution and that will assess the performance of the system were defined. Also, the first assessment of Financial Services quality was carried out. The first internal training for members who are part of a group of future Quality Auditors was implemented and the first audit program was developed.

In 2013, certification of SC quality system was not renewed by CAQ and this council chose instead to implement the SIGQ in all areas of the institution. Regular audits were then initiated for all SIGQ-related procedures.

In 2014, printed documents currently existing in services were made available, as were users' satisfaction surveys and questionnaires meant to assess students and teachers satisfaction with Curricular Units (UC), students´ satisfaction with their UO and with courses they are attending, their internship, dissertation or project and graduates and employers´ satisfaction. ComQ on Human Resources Services (SRH) allowing for the harmonization between procedures and documents adopted for this area of activity was also constituted.

The first global monitoring of SIGQ was carried out in 2015. The first overall quality balance and the first effectiveness reports of each UO were also achieved.

In 2016, ComQ on research activities allowing for the harmonization between procedures and documentation of this sphere of activity was created. That same year, the structure of the system was redefined according with the revision of European Standards and Guidelines (ESG) and MGQ, as a whole, was updated.

In 2017 the first self-evaluation of SIGQ was carried out in according with the Agency for Assessment and Accreditation of Higher Education (A3ES) criteria as part of the institution assessment process.

In 2018, existing ComQ were regulated and reorganized (research, SAS, SAc, SD, SF, SRH) and new ComQ were created in order to deal with issues related to infrastructure (technical services), internationalization and activities developed with external entities. The Quality Policy is currently going through a revision process.

A4. Brief description of the quality assurance system:
The institution should include, as Annex I, the quality manual or an equivalent document on its institutional policy for quality.

The IPV's SIGQ is implemented in the entire institution. It works in accordance with European Standards and Guidelines (ESG), regulations (ISO) and recommendations from A3ES and uses its MGQ as a reference document. This handbook, of compulsory compliance throughout the institution, was designed based on the reference documents for quality, and follows a structure based on the planning, execution, verification and performance.

The system is planned in accordance with the strategy established by the institution, with the quality policy and every step described in the management procedures (planning and revision of the system and management of the educational offer).

The IPV president endorses the documents that will work as guidelines for the planning of the system (Quality Policy, handbook updating, goals and objectives charts and performance indicators, action plans, audit programs, among others) proposed by the quality manager. The CAQ has to ratify those documents.

The IPV president also endorses the educational offer, after getting the Academic Board's feedback on the proposals presented by the different Organic Units.

It is the institution management bodies' responsibility to organize the resources which are deemed necessary for the proper functioning of both nuclear activities and support services (SRH, SF, infrastructure and materials).

The management of these resources follows the procedures described for this purpose.

The nuclear activities of the institution: teaching and learning, research and dissemination, activities developed in partnership with and developed for external partners and internationalization are carried out in accordance with the annual planning and with the procedures described in the handbook.

A set of services (legal support, complaints management, SAC, SAS, SD, SI and others) guarantees technical and administrative support for nuclear activities and for the management bodies.

The activities developed in each of these services are described in the handbook and are carried out in accordance with the respective annual planning.

Periodically:

-Internal audits of the system are conducted by elements that are part of the internal group of auditors. This group of auditors is formed by members of the different Organic Units' teaching and non-teaching staff.

-Satisfaction surveys are applied in order to assess support services, international mobility and the activities developed in partnership with external entities and those developed for external entities.

- Satisfaction questionnaires are applied to the students and teaching staff so the teaching and learning activities, the students' satisfaction with their own UO and course, and the employers and graduates' global level of satisfaction might be assessed;

-The compliance of the services, activities and resources is verified.

The monitoring of the system, also performed on a regular basis, is carried out according to the different levels of responsibility:

-The teachers prepare the UC reports that will have to be endorsed by their respective Course Directors/Department Directors (DC/DD). These reports contain at least the following elements: the evaluation results, any research work associated with a particular UC, the critical analysis of each UC performance and improvement/ amendments proposals;

-The Course Director/Department Director shall draw up the course reports which will have to be endorsed by the respective technical and scientific councils, always taking the opinion of the respective Pedagogical Councils into account.

The course effectiveness report has to contain at least the following elements: the percentage of UC reports presented within a set time limit, the percentage of students ' replies to the questionnaire showing how satisfied they are with the UC they are attending , the percentage of replies to the teachers' satisfaction questionnaire which will allow to understand their satisfaction level regarding the UC of each course, the percentage of replies to the students' questionnaire showing their level of satisfaction with the UO they are attending and the course they had chosen, the percentage of replies to the students' questionnaire in which they express their satisfaction level with the internship they are carrying out (for each course) the percentage of replies to the students' questionnaires in which they had to express their satisfaction with their internship, dissertation or project they had chosen (for each course) the percentage of employers' replies to the satisfaction survey (for each course) the percentage of replies given by graduates to the satisfaction survey (for each course) the percentage of improvements that were possible thanks to the action plans that had been defined for each course, the percentage of action plans implemented for each course, the effectiveness of the action plans implemented in a certain course and the respective input data, the main conclusions and further improvement proposals;

-The ComAQ prepare the UO reports that are endorsed by the President of the IPV and have to be ratified by the CAQ. The UO Global Effectiveness Report contains at least the following elements: the percentage of course reports presented within a defined time limit, the percentage of students ' replies to the questionnaire showing how satisfied they are with UC they are attending, for each UO , the percentage of replies to the teachers' satisfaction questionnaire which will allow to understand their satisfaction level regarding the UC of each UO, the percentage of replies to the students' questionnaire showing their level of satisfaction with the UO they are attending and the course they had chosen, for each UO, the percentage of replies to the students' questionnaire in which they express their satisfaction level with the internship they are carrying out, for each UO, the percentage of replies to the students' questionnaires in which they had to express their satisfaction with their internship, dissertation or project, for each UO, the percentage of employers' replies to the satisfaction survey, for each UO, the percentage of replies given by graduates to the satisfaction survey, for each UO, the percentage of improvements that were possible thanks to the action plans that had been defined, for each UO, the percentage of action plans implemented for each UO, the effectiveness of the action plans implemented in each UO and the respective input data, the main conclusions and further improvement proposals;

-The Quality Manager draws up the Quality Balance Reports, based on the data provided by the service managers and by the ComAQ. This monitoring is carried out in accordance with the information gathered about the achievement of the goals and indicators previously defined, the fulfillment of the audit program, the level of implementation of corrections, the corrective actions performed, the prevention and/or improvement actions implemented, the degree of satisfaction obtained from the application of the surveys and the amplitude of the samples.

The data obtained, as well as the calculation of the procedures and the system effectiveness, are presented to the CAQ that analyses them and, if deemed necessary, will act on the system through the definition of improvement actions that will be part of the planning to be implemented the following year.

The data obtained can also provide the basis for other management bodies' decisions, namely regarding the management of the institution's educational offer. The documents produced are distributed to the academic community, through their representatives, once they are endorsed.

A5. Brief characterisation of the organic structure of the institution and of its interconnection with the system of quality assurance.

The organizational model of the IPV is described in its statutes (an*17, an*18, an*19, an*20, an*21, an*22) and in Chapter IV.01 of the MGQ.

The General Council (CG) of the IPV is responsible for endorsing the strategic plan and other management documents, on a proposal from the President of the institution.

The president of the IPV is fully responsible for the SIGQ. He endorses the quality policy, the objectives and respective action plans, the MGQ and other reference documents, the internal audit program and he promotes the annual revision of the system.

The CAQ (an*09) analyses the annual objectives, assesses the system effectiveness relying on the quality balance reports and on the effectiveness reports, analyses the employees' integration in the areas covered by the system, analyses the results of the audits and, when needed, suggests concrete correction or improvement actions. The CAQ is formed by the President of the IPV, who acts as the council's chairman, the Presidents of the different UO, the Presidents of each UO ComAQ, the Quality Manager, and a representative of the institute's Student Association.

The ComAQ (an*10, an*11, an*12, an*13, an*14) supervise, under the CAQ guidance, the implementation and improvement of the SIGQ in their respective UO, collaborate in the analysis of the students' satisfaction process and prepare the different UO effectiveness reports. The Quality Manager/the Assessment and Quality Department prepares, reviews and submits for approval a set of documents: the MGQ, all procedures and other documents that have to do with the system; it designs the internal audits program and monitors each audit, prepares the quality balances reports. It also oversees the implementation and improvement of the system, the treatment of non-conformity situations and

supervises the process of taking corrective or even preventive actions to make sure that those situations won't happen again.

The ComQ (an*15, an*16) play a relevant role in the elaboration and revision of procedures and other documents related to the system, stimulate their implementation and the improvement actions in their respective field of action and ensure the application of the regulations and quality standards that had been defined.

The DC/DD ensure that the SIGQ is observed and respected and are responsible for the collection of relevant information that will be used to monitor and measure the performance of the institution and that will have to be handed over to the Quality Manager and to the ComAQ Presidents. They take part in the elaboration and revision of the different procedures and other documents that will be integrated in the SIGQ and they develop and collect the students, clients, collaborators and partners' suggestions and/or complaints.

Teachers make sure that the respective procedures are observed in accordance with the SIGQ, ensure the gathering of information for monitoring and measurement purposes and that will be handed over to the DC/DD, and collect the students ' degree of satisfaction.

Those responsible for the services ensure compliance with procedures defined in the SIGQ, ensure the collection of information for monitoring and measurement purposes to be provided to the Quality Manager, promote the recollection of customers' suggestions, complaints, as well as their degree of satisfaction.

All employees, in accordance with the SIGQ, will help implement and preserve the SIGQ and will suggest actions to improve it, carrying out the activities they were given and that are described in the system documents.

The members of the IPV internal group of auditors carry out the audits in accordance with the approved program and issue the respective reports.

Students participate in the external assessment procedures, are part of different management bodies (CG, CAcad, CAQ, Assemblies of Representatives (AR), Pedagogical Councils (CP) and ComAQ), participate in the assessment of the different UC, of the courses, the teaching staff and of the UO through the answers they give to Satisfaction Questionnaires and participate in the evaluation of the services through their participation in Satisfaction Surveys.

Analytical Items

1. Self-assessment of the degree of development of the internal quality assurance system

Note

1.1 Definition and documentation of the institutional policy for quality (objectives, functions, actors and levels of responsibility within the internal quality assurance system)

1.1.1. Perceived degree of development:
Substantial

1.1.2. Grounding (evidence and examples):
The IPV Quality Policy (an*01 Portuguese version and an*23 English version), described in the institution's MGQ (hpl*01, hpl*02), presents the institutional commitment to a sustainable development, the valorization of resources and the satisfaction of all the parties involved.

With this policy, the institution assumes the fulfillment of European Quality Standards that can be found in the A3ES's guidelines, showing its commitment towards a creative and innovative type of management, characterized by transparency and that will favor the involvement of all its employees.

The institutional strategy policy (hpl*35), endorsed by the participation of external elements, will influence the institution's main fields of action and a set of global quality goals and metrics that will allow the monitoring of all those fields and a regular presentation of results.

In addition to these global goals, a group of specific quality performance goals is defined.

This set of objectives is directly related to the performance of each SIGQ procedure and works hand in hand with several activities, indicators and objectives that allow a regular revision of the system, carried out by the CAQ and following the proposal of the President of the Institute.

All the parts involved, whether they are internal or external, are actors in this system, although the main role is played by students.

The actors are identified in the statutes of the institution and of the different UO, in the MGQ and specifically in the procedures previously described.

The system documents are organized as follows:

-The Strategic Plan, approved at the highest level of the institutional management, is designed for the four-year period of the Presidency;

-In accordance with the strategic plan, the MGQ - the system's key document- reflects the institution's different fields of action and its structure follows five different procedures, interconnected and that form a well-balanced whole: the system planning phase (management procedures), followed by the implementation phase (resources, support and nuclear procedures), the verification phase (monitoring) until we reach the stage (management procedures) where we operate on the system in accordance with the results we had obtained.

In this document, some procedures (PQ*01 - PQ*11), some functions (MGQ*IV.01, MGQ*IV.02, MGQ*IV.03), actors and levels of responsibility (MGQ*V.02) are identified. The President is responsible for the MGQ's endorsement and the CAQ is responsible for its ratification.

-The objectives, indicators, activities and respective goals are defined annually through their respective charts (hpl*03, hpl*04, hpl*05) and the results of the monitoring process are presented through the quality balance reports (hpl*06), a document which is prepared by the Quality Manager.

Partial results of the monitoring process are presented through the UC reports, the courses reports and the UO reports (hpl*07, hpl*08, hpl*09, hpl*10, hpl*11). Teachers, DC/DD and ComAQ, respectively, are responsible for the elaboration of those documents.
In addition to these documents, there are also internal audits plans and reports, which follow the Internal Audits annual program (hpl*12). Those plans and reports are the responsibility of the members of the audit teams and the Quality Manager is responsible for the programs.
The institution also possesses a set of regulations that complement all the information that can be found in the MGQ.

1.2 Scope and effectiveness of the procedures and structures for quality assurance

1.2.1 In teaching and learning

1.2.1.1 Perceived degree of development:
Substantial

1.2.1.2 Grounding (evidence and examples):
The different UO of the Institute follow the most appropriate procedures to ensure that the teaching process is held in a way that will promote an active role of the student in the learning process. The students' assessment procedure will obviously be in accordance with this kind of approach.
In order to achieve this objective, the institution promotes the creation of learning environments capable of:
- respecting and meeting the students' diversity, as well as their needs, offering flexible learning pathways. Special cases are recognized and taken into account so the institution may give an institutional response to the students' diversity and to their distinctive needs. This support and monitoring are included in the teachers' teaching hours. This support is defined and broadly publicized. As far as mobility students and international students are concerned, the External Relations Services (SRE), the academic coordination entities -that act in accordance with the different management bodies- and a mentoring system work together to achieve a successful integration and a good educational development.
- taking into account and using different teaching and learning methods, in accordance with the students' needs and with the learning objectives. The UC syllabuses, available on the Moodle platform, show that we have adopted the methodologies which are adjusted to the specificity of the UC and to the students to whom they are intended. The adjustment of the teaching and learning methods is carried out based on the UC reports and the course reports. This adjustment is performed alongside with a constant monitoring and revision of the educational offer which gets internal and external feedback.
- assessing and adjusting teaching and learning methods on a regular basis. The SIGQ collects information through the application of surveys to students and to the institution's teaching staff. This information is analyzed by the Pedagogical Council, an institutional body in which the number of students and the number of teachers is the same. The training and constant updating carried out by the teachers, as well as the results of projects developed at the IPV (mainly those concerning pedagogical innovation or those that can be found in national and/or international networks) reinforce the quality assurance of the education provided. The analysis of the information collected from the community/employers/partner institutions (as far as internships, project development, seminars and open classes are concerned) allows the institution to adjust its teaching and learning methods.
- providing the student with a sense of autonomy while ensuring the appropriate guidance and support from the teachers. Where possible, and/or suitable, we will favor the integration of research activities into the work of the different UC. This process may lead to the submission of proposals to be presented in scientific events, and that might have been organized in the institution itself or externally. The teacher's schedules, which include the teaching hours and those meant for student support, are publicly available on the UO website and/or on the doors of the teachers ' offices.-promoting a relationship based on mutual respect between the students and their teachers. In the Pedagogical Council and, where possible, in the different course committees, students and teachers will have the same number of seats in order to ensure that this kind relationship happens everywhere, even among the members of the UO management bodies. Access to the institution's facilities and resources (libraries, audiovisual centers, computer center, and reprography, among others) is available for students and teachers alike. When the teachers' timetables are being prepared, we always take into account what's best for both teachers and students. The institution has an entity that deals with students' complains and will give them the support they need when their rights are not respected and whose action will help guarantee the constant promotion of mutual respect between students and teachers (the students' ombudsman) -providing mechanisms to deal with student complaints. The different UO of the institution have assessment regulations where students can find every criterion, requirements and procedures that have to be respected during the assessment of the students' performance. Even the procedures that have to be followed during a possible re-examination of evidence are covered. The assessment allows students to show the extent to which their learning outcomes have met the goals set and, at the same time, they receive feedback on their performance. This moment may be followed, when deemed necessary, by a counseling intervention focusing on the learning process. The assessment criteria and the students' marks are published on the Moodle platform. The teachers encourage their students to discuss the assessment carried out, students have access to their exams/papers after the teachers' marking, done, obviously, in accordance with each UO regulations and available for viewing on the UO webpage. The UC and course reports present the analysis of the learning and teaching process results. The institution publishes annually its activities report in which the educational effectiveness is analyzed. Where applicable, and in accordance with the best practice, the assessment process is carried out by more than one examiner. This situation happens, for instance, in oral exams. Certain mitigating circumstances are taken into account in the assessment regulations. They envisage a number of different assessment possibilities: continuous assessment, normal assessment (final examination), exams taken to improve previous marks or exams following an appeal request and other special situations. There is a formal procedure to be followed by students whenever they wish to ask for appeal. The assessment and attendance regulations (which are available online) contemplate appeal mechanisms students may

turn to. The entity that works to uphold the students' rights promotes the solving of possible problems between teachers and students that have not been properly solved by other mechanisms (hpl*13). The management procedure of the educative activities is described in the PQ*07 of the institution's MGQ. The management procedure of the educative offer is described in the PQ*02 of such handbook.

1.2.2 In research and development / Targeted research and high level professional development.

1.2.2.1 Perceived degree of development:
Substantial

1.2.2.2 Grounding (evidence and examples):
The importance of research and development (I&D) conducted in IPV has increased considerably over the last decade. IPV bases its competitiveness on the efficient use of information, communication and development systems, thus responding to the rapid change in the degree of knowledge that has been happening worldwide.
The implementation and use of a wide variety of research tools help IPV to work more efficiently. It is therefore important to provide for appropriate measures that will promote creativity, skills development and the courage to achieve the goals previously set. The IPV hosts the Research and Development Unit for Education, Technology and Health, known as Centre for Studies in Education, Technology and Health (CI&DETS).
Its main aims are to promote and develop research in the Educational Sciences, Health, Technology and Management working as an organized structure of coordination and support for any research project (hpl*14).
Certified and funded by the Foundation for Science and Technology (FCT) in 2007, it represents a center for development and for dissemination of knowledge, both at national and international levels, a mission that it will keep performing through the promotion of different synergies between the academic and business worlds. Its organizational structure ensures the coordination and support for research projects. Most projects are developed by IPV teachers, but it also provides support to projects developed by teachers from other higher education institutions in close collaboration with many other national and International institutions and companies.
It is a multidisciplinary unit with a diversity of scientific research areas and an integrated vision of collaboration between different fields of knowledge.
It is formed by 226 members, 167 researchers and presents a structure which is organized in four different groups, according to the scientific similarities of the research they perform, without compromising its complementarity commitment:
• Education Science and Social Development (81 researchers);
• Engineering, Technology, Management and Tourism (87 researchers);
• Life Sciences and Health Sciences (26 researchers);
• Agricultural, Food and Veterinary Sciences (32 researchers).
The objectives set for the CI&DETS are available in hpl*15.
The dynamics that will stimulate a greater involvement and cooperation between groups, as well as their balance, are ensured by the Unit Scientific Coordinator (with the cooperation of the Group Coordinators and the Scientific Council) that ensures the implementation of the quality and excellence assurance mechanisms, the balance and the productivity consistency.
In order to achieve all the objectives, CI&DETS enjoys permanent administrative support and its own facilities used in the development of its internal activity.
It has unlimited access to international databases and to different infrastructures assigned to students' experimental preparation. These infrastructures and equipments, present in the various UO, reflect a strong investment, allowing groups to develop any kind of experimental, oriented and applied research.
The IPV supports the participation of its researchers in scientific meetings/conferences, courses and workshops, translation and/or revision of papers in accordance with the regulation (hpl*16). It also supports the realization of conferences and scientific meetings.
In 2017, more than 50 internal projects were under development. Those projects were supported by the IPV and largely funded by partnerships that had been formed with renowned regional and national companies. Dozens of national and international projects were also developed and approved, projects that were co-financed by several different sources but with a major funding- more than € 1.5 million - from the European Union.
As far as dissemination of knowledge is concerned, more than two dozen papers were produced by our researchers in 2017. At least half of those publications were indexed to international reference databases. This scientific production is updated through the CI&DETS database and the IPV Scientific Repository (hpl*17).
The CI&DETS is also responsible the Millennium Journal, a publication that is indexed to several international databases and currently going through a process that will index it to SciELO (Scientific Electronic Library Online).
The Management Procedure of the research and dissemination activities is described in PQ*08 of the IPV MGQ.

1.2.3 In the interaction with society

1.2.3.1 Perceived degree of development:
Substantial

1.2.3.2 Grounding (evidence and examples):
Over these years, the IPV has become a more and more important center for the cohesion and promotion of regional development thanks to its involvement in several initiatives of a scientific, technical, social, cultural, sporting and leisure nature.
The close relationship that has been established between the IPV and the community represents a key element in its

strategy. This bond can be built directly with the institution or through the Association for the Development and Research of Viseu (ADIV), the IPV interface unit.

The institution develops a set of activities that includes the management of on-the-job training proposals, internships and projects performed in companies and other organizations, applied research carried out in partnership with companies, the execution of social support projects carried out in collaboration with municipalities and with different social support institutions, cultural and sporting initiatives (the Academy Theater, the "Tunas'" musical performances and the participation in the College Sports Federation, in several sport categories.

The Polytechnic Institute of Viseu fosters a certain kind of activities that will lead to a strong and close interaction with its business, institutional, associative or private surroundings. In order to achieve these goals, it:

-establishes a large number of protocols, partnerships, institutional relations, namely with local authorities, public and private social support institutions, healthcare units, schools, companies, with which the IPV wants to play a relevant part in the development of its home region. These protocols may be generic protocols for different types of collaboration, internships, training or scientific support;

- provides specialized services to the community: projects, studies and consultancy works or any other related service, lab works (tests and studies), research and development work and training activities;

-promotes the sale of agricultural and livestock production of the Superior Agrarian School of Viseu to the IPV's community and to external customers;

-stimulates and supports the organization of scientific, technical, social, cultural, sporting and leisure events and encourages training courses and short educational courses;

-provides support and information to high school students in their application to higher education institutions through the institute's Access to Higher education Office (GAES);

-provides information to its graduates about the best way for them to enter the job market, providing them with information about professional offers through the Professional Integration Services (SIVA) official webpage or through this office's Facebook page.

-allows the community to use its different facilities and equipments;

-publicizes regularly the activities of the institute and the institution itself, through different means: the institute's institutional page, the Polistécnica magazine, the IPV Facebook page and also through its participation in several vocational guidance events, organized by Schools and other public or private entities. The institute's communication, culture and documentation services (SCCD) are responsible for this dissemination process.

As far as the external interaction policy is concerned, the institution possesses a set of mechanisms that will be used to promote, monitor, evaluate and improve external interaction activities, as well as the interface activities, especially when it comes to inter institutional collaboration and to the community.

*The management procedures regarding the activities developed in partnership with external entities and for external entities are described in PQ*09 of the IPV MGQ.*

1.2.4 In the policies for staff management

1.2.4.1 Perceived degree of development:
Partial

1.2.4.2 Grounding (evidence and examples):

The institution adopts and applies clear, transparent and fair recruitment procedures as far as its staff members are concerned.

Teaching staff's recruitment procedure for an open-ended contract is in accordance with the Statute of the Teaching Career in the Higher Education Polytechnic System (ECPDESP) and with the regulation covering the open-ended recruitment of any IPV teaching staff member.

Recruitment process is carried out through a qualification-based competition, open to a certain or several disciplinary areas, based on a proposal from the Scientific and Technical Council (CTC) of the respective UO;

The admission and selection procedures are conducted by a jury, appointed by the IPV President, predominantly formed by external personalities.

Competition procedure notice ensures the notification about the opening procedures (Portuguese official journal, Public Recruitment Pools, Institute's webpage and FCT), the selection criteria and final results.

*The institution has a regulation for the hiring of invited teachers (an*06 modified by an*07, published in hpl*23), which defines required qualification levels, procedures to be followed and that are based on a set of previously defined criteria, proposals and reasoned reports.*

Recruitment process of non-teaching staff for unlimited-term and for fixed-term contracts is done by competition, in compliance with the applicable legislation. Recruitment depends on the services needs.

The internal procedures for hiring are defined so a decision can be taken in due time.

*As far as the teaching staff's performance assessment is concerned, the institution possesses a Teaching Staff Assessment Regulation (hpl*18) formulated in accordance with article 35 of the ECPDESP, in which general procedures and criteria are defined. This assessment is carried out every three years (specific cases, like those of invited teachers, will be dealt accordingly).*

Globally, teaching assessment process, supported by a computer platform, follows the following phases: 1 definition of the performance profile at the beginning of each assessment period; 2 self-assessment/activity report after the end of the assessment period; 3 verification of self-assessment by the rapporteur previously appointed by CTC; 4 approval of the provisional ranking list by CTC; 5 preliminary hearing; 6 approval of the final ranking list by CTC; 7 approval of the final classification by the IPV President; 8 appeal procedure. The first phase aims to encourage teachers to plan activities that will contribute to their permanent professional update and development.

Assessment of the non-teaching staff is carried out in accordance with a set of procedures defined in the Integrated System for Performance Assessment in Public Administration (SIADAP) and is based on the achievement of objectives and competencies (for specialized staff and technical coordinators) or of competencies (for technical/administrative

assistants and operational assistants) for a 2-year assessment cycle.

Harmonization of the different assessment processes that has to be carried out in accordance with the performances required for each category is carried out in autonomous sections (SC/SAS and UO). When any employee, following this assessment process, is given an Excellent or Inadequate grade, it has to be validated by the Assessment Coordinating Council. Assessment information and grades are endorsed by the IPV President. Once the information is endorsed, workers have the right to express their disagreement and file an appeal.

Training of the IPV non-teaching staff is based on the recollection of elements that will be of use to the preparation of the training plan. This training is confirmed by documents issued by the institution's management and the needs are identified analyzing the staff's performance assessment.

The institution has already defined a methodology used to assess the training programs and their effectiveness, as far as the competences and the organization are concerned, that will allow the IPV to infer about their usefulness.

The IPV supports the ongoing training of its teaching and non-teaching staff in the most diversified fields of activity.

*The Human Resources Management Procedure is described in the PQ*03 of the IPV MGQ.*

*The IPV human resources for the 2017/18 school year, and their characterization, are listed in the annex an*03 teaching staff, annex an*04 non-teaching staff and annex an*05 students who were granted a scholarship.*

1.2.5 In the Support Services

1.2.5.1 Perceived degree of development:
Substantial

1.2.5.2 Grounding (evidence and examples):
The IPV provides a wide range of learning support resources: physical resources (facilities, libraries, IT resources, pedagogical and scientific equipment, always keeping in mind users' security, environment and disabled students' specific needs) as well as several mentoring, supervision and counseling activities.

The following resources are of great relevance:

- Legal support which, in addition to issuing opinions on diverse matters, guarantees the answer to any statement of facts, complaints and clarification requests, regardless of the document's format;

- Academic support, which guarantees the necessary administrative response to students' requests;

- Libraries, which allow access to materials able to support all educational activities;

*- A set of services and equipments whose aim is to support and optimize activities that will be developed. These resources are made available by SAS (hpl*19). The academic community, with special attention to students who were granted a scholarship and who come from different cities or even from different countries, can benefit from accommodation in 3 different buildings (320 beds are available; 6 of those prepared for disabled students). In residences, students are provided with several facilities, such as: telephone in the room and the possibility to install a computer and a television, study rooms and common rooms equipped with computers, kitchens with microwave, laundries, heating in all rooms, 24 hours/day surveillance and cleaning service covering all common areas and rooms. In these residence buildings, there is a doctor's office where students may seek general or family medicine care.*

*Students can also attend medical care services at the School of Health (hpl*20). There is also a psychologist office. The entire community has access to different kinds of food services: bars, snack bars and cafeterias.*

Sports practice is also a reality allowed by the several facilities available on campus: sports fields (tennis, football, basketball, handball), and an indoor multi-sports pavilion.

Students who attend the institution and cannot afford to pay for their tuition or other school-related expenses are granted some financial support. This whole process is carried out and filed in the institution's computer services. The SI ensures access to existing IT resources as well as their conservation.

There are also reprographic services in the different UO. In some UO these services are provided by the student associations.

Several tutoring activities are developed in the different UO: the monitoring and integration of new students, the support provided to solve students' problems all through their academic life in the institution, the development of strategies that will bring together students and teachers or the implementation of solutions to identify and solve issues related to new students' social or school life.

.The Institute has several facilities, equipped with the means that are deemed appropriate to support the activities developed in the teaching and research processes.

The maintenance services of the School of Technology and Management of Viseu ensure the functionality and conservation of the institute's equipment and technical infrastructures. They have a maintenance handbook in which technical and conservation procedures are defined.

Based on a computerized platform developed to run the management of the different GSTec services, all maintenance activity is recorded, monitored and controlled.

Requests will get the proper response, in a way that will ensure the preservation, rehabilitation and maintenance of installations and equipment. The information is available online (interventions carried out for each UO or building, the technician who performed these interventions, the equipment used, the date in which they were performed, etc.), and it is possible, in real time, to monitor the operational performance and the levels of implementation of the programmed technical interventions.

The Technical Department and Supply Services are responsible for the processing of goods and services acquisition procedures.

There are several ComQ that will, once they are fully functioning, surely contribute to the full implementation of the SIGQ in their respective fields of operation.

*The procedures for the management of infrastructures and material resources and those related to the activities of the support services are described, respectively, in the PQ*04 and PQ*05 of the IPV MGQ.*

1.2.6 In internationalisation

1.2.6.1 Perceived degree of development:
Substantial

1.2.6.2 Grounding (evidence and examples):
The IPV's Internationalization Policy defined for the 2014-2020 time period has set the strengthening of cooperation activities and of its students, teaching and non-teaching staff's exchange and mobility projects as its main objectives. To this end, there has been a reinforcement of institutional contacts with other similar institutions, both from Europe and from other geographic destinations. This kind of endeavour has enabled more and more cooperation agreements, mobility/exchange opportunities and an increasing amount of projects that have applied for financial support; Since 2011, the IPV is part of a joint venture formed by 8 polytechnic institutes, supported by the Erasmus + program, which has allowed access to greater funding possibilities and therefore enabled the participation of more students, teaching and non-teaching staff members in mobility projects;
The institute has implemented International semesters taught in English in some of its UO in order to attract more foreign students; it has focused on the recruitment of international students, through the promotion of its educational offer in Brazil, thanks to its participation in international fairs (and with its participation in the Coordinating Council of the Polytechnic Institutes) and through several initiatives which were developed and hosted by the IPV itself.
The agents directly involved in the achievement of these objectives are the SRE and the academic coordination offices for international cooperation that exist in each UO (a teacher for each UO), with the support of the financial department, and under the guidance of the President of the institute.
In order to achieve the objectives of the institution that will, in turn, help meet its users' expectations, the SRE have defined a set of working procedures that are in accordance with the following guiding principles:
a) to respect the requirements of the legal and community guidelines of the support programs in which the IPV is participating;
b) to define, in a transparent way, the role and responsibilities of all those involved (people and institutions).
It should be noted that, in addition to the working procedures, there is a regulation that includes the characterization of the involved agents, of the tasks and of the responsibilities (hpl*21).
c) to measure its users' satisfaction/impact level.
In order to verify the results achieved and to identify opportunities for improvement, action plans and indicators were defined. These will allow an analysis of those results, without neglecting the monitoring of the working procedures:
i) The creation of files that will be used to monitor any mobility and partnership processes so that the elements that had played a key role in their successful execution might be documented (aspects regarding the compliance with contractual requirements, payments records; the applied questionnaires; the assessment/certification of the activities);
ii) The submission of semiannual reports on all activities promoted by SRE that took place over the current year (an*02);
iii) The measurement of the number of international partnerships proposed and of those implemented;
iv) The verification of the projects that were carried out;
v) The registration of mobility flows implemented in comparison with those which were initially approved by the funding entities and the cooperation protocols that were established;
vi) The financial implementation;
vii) The degree of satisfaction of those who use the service.
These indicators allow the management bodies to measure the effectiveness of SRE and to act on the most delicate issues.
All the improvement opportunities detected during the internal audits were answered by the SRE, in particular the log entry of applications procedures and students' assessment procedures. An additional effort was made to complete the satisfaction questionnaires completed by the foreign students attending the IPV.
In view of the above, the integration of the SRE in the SIGQ has been important to measure the results and the levels of satisfaction achieved.
As far as the completion of the satisfaction questionnaires is concerned, we could notice a certain fatigue when users were asked to complete them because of the excessive amount of requests issued by different entities: IPV, host/Origin institutions, European Commission…
The internationalization management procedure is described in PQ*06 of IPV MGQ.

1.3 The relationship between the quality assurance system and the governance and management bodies of the institution

1.3.1 Perceived degree of development:
Substantial

1.3.2 Grounding (evidence and examples):
The IPV statutes define and highlight the articulation that exists between the SIGQ and the institution's management bodies. We have to point out the role played by the CG, the Presidency, the CAcad and the CAQ.
The CAQ is chaired by the President of the IPV who may delegate his authority to the Vice-President in charge of the assessment area. The presidents of each UO, who can delegate to a vice-president, the presidents of the ComAQ of each UO, the Quality Manager and a Representative of the Students Association - to be appointed by the institution - are also part of the CAQ.
The SIGQ functions and responsibilities are also well defined (MGQ*IV.02).
The highest deliberative body of the institution, the CG, is responsible for the endorsement of the IPV annual activity plan and monitors its degree of achievement, through the assessment of the annual activities report and its relationship with the axes of the institute's strategic plan. Previously, the CAcad passes sentence on these documents. The annual activity plans are drawn in accordance with the goals and guidelines of the institution's strategic plan. The

strategic plan, the plans and the activity reports represent the main monitoring and improving tools of the institution's performance.

The data and information collected are used by each management body for analysis and reflection and are reflected in the recommendations and, in the case of deliberative bodies, in the recommendations and deliberations to be taken.

The articulated logic that exists between the bodies that are part of the highest management structure (UO Presidents, for instance) is reflected on the evident coordination that exists between them and the collegiate bodies representing the different UO. In this particular case, we have to point out the role played by the AR, particularly in the elaboration, appreciation and endorsement of annual activity plans and reports of each UO.

The CTC is systematically involved in all management procedures of the institution's educational offer (periodic revision of courses and possible changes, creation, suspension or extinction of courses) and in some human resource management procedures (training actions planning and management, mission expenses, scholarship granting, staff departures, teachers recruitment, accumulation of tasks, recruitment and reception). It also monitors all the teachers' assessment procedures.

As far as the management of the educational activities is concerned, it is responsible for the endorsement of the distribution of the educative tasks among teachers and the syllabuses. It also monitors and endorses activities and actions developed in partnership with external entities or that will be provided to external entities, activities carried out in cooperation with the Community and the provision of specialized services, events, training actions and brief courses.

The CP intervenes directly in the management of the educational offer. It is responsible for analyzing and issuing recommendations and opinions regarding pedagogical activities linked to the creation, assessment and monitoring of the Study Cycles (CE), among other activities in which it claims position as a fundamental body.

Students are represented in all IPV and UO collegiate bodies (CG, CAcad, AR, CP, Course Boards and ComAQ) except for CTC. These bodies' roles are to monitor, assess and put forward action strategies and to improve the quality of the learning and teaching system and the services' performance. The students' completion of the satisfaction questionnaires concerning the UC, the teaching performance, the internship and the course final project and the UO play the same role.

1.4 The participation of internal and external stakeholders in the quality assurance processes

1.4.1 Perceived degree of development:
Substantial

1.4.2 Grounding (evidence and examples):

When it comes to SIGQ planning, each UO is represented in CAQ by the UO President and the UO ComAQ President. They will have their say in the endorsement, ratification and improvement of quality planning documents, including MGQ, quality balance, UO reports, audit programs, questionnaires, and satisfaction surveys, among others.

Implementation of SIGQ, at UO level, is guaranteed by its President and its ComAQ, and carried out through the implementation of actions necessary to fulfill the decisions endorsed by CAQ.

Planning and management of training offer is carried out by each UO management bodies (CP/CTC) following the IPV President endorsement which depends on the opinion issued by CAcad.

As far as execution is concerned, each UO is responsible for implementing and coordinating the system nuclear activities, guaranteeing material and human resources and support services adequacy, and that the conditions necessary are met (for its implementation, for the conduction of audits, for the implementation of improvement actions and of actions whose objective is to solve for non-conformity situations).

Each UO also has to ensure application of tools to collect the level of satisfaction of students, graduates, teachers and other customers (surveys to assess the level of satisfaction with services and training activities).

When dealing with verification procedures, each UO produces an annual effectiveness report, in accordance with the established criteria, to analyze the compliance of outcomes with the different performance indicators. They also come up with improvement proposals to be implemented in following years.

Each UO participates in internal audit process, being represented by teachers and employees that are part of the group of eligible internal auditors.

It is also up to each UO to send relevant information that will be used in the preparation of the institution's quality assessment report. This is a document that monitors the effectiveness of SIGQ and includes assessment of the degree of achievement of goals previously set and the level of satisfaction obtained for support services and the implementation of improvements that had been endorsed by CAQ.

Each UO teacher prepares UC reports that include the analysis of assessment results, of research work that has been carried out, of critical analysis conducted about its performance and of proposals for improvement/possible changes.

As far as action procedures are concerned, each UO has to implement improvement strategies defined in reports or endorsed during the system review carried out by CAQ. They are also responsible for the definition of appropriate action plans that will enable the implementation of such strategies.

Teachers are very active in quality assurance procedures: their presence is felt in every management body: in CG, which endorses management documents, CAcad, CAQ, ComAQ, several UO management bodies (AR, CTC and CP) and in departments/areas where their participation is important when it comes to put forward suggestions that will influence educational offer, in processes of collection of information, in elaboration of suggestions and in analysis of the staff and customers' degree of satisfaction. Non-teaching staff members participate in the ComQ and in the AR.

Students are active actors in SIGQ procedures, too. They are present in almost all of management levels: CG, CAcad, ComAQ and in UO management bodies (AR and CP). Their opinion is asked and taken into account in meetings promoted by the DC/DD; they take part in assessment of CE, of UC, of teaching staff and of different UO, through their participation in satisfaction questionnaires.

External entities participate in SIGQ procedures as well, through the presence in CG of respected personalities whose merit and contribution to different sectors is unquestionable (among the 30 elements that form the CG, 9 are external personalities). They also take part in the assessment process, through their participation in satisfaction questionnaires

that are meant to assess the performance of IPV graduates.
Graduates' opinions are collected through satisfaction questionnaires in which they give their insight about their professional situation, whether or not they are working in their field of specialization, the need for further training, the kind of knowledge they need to acquire/skills that were not provided by the CE they attended to and in which they may also give improvement suggestions.

1.5 The information system (mechanisms for the collection, analysis and internal dissemination of information; scope and relevance of gathered information)

1.5.1 Perceived degree of development:
Partial

1.5.2 Grounding (evidence and examples):
IPV possesses an information system (SI/IPV) that provides support to institution's different activities and areas of operation.
SI/IPV has evolved over the years in order to get a greater support from several electronic platforms which enable the recollection and treatment of data that will provide the institution, namely its management bodies, with information that allows them to accurately respond to internal and external needs. This information will also help them to assess the evolution of the institution's quality and promote its image among a wider public.
In addition, some non-computerized information will also be collected in certain services and in several interaction activities carried out in partnership with external entities.
SI/IPV will also allow the creation of institutional indicators that will be common to the institution's different areas of operation and that will act as a support tool to the SIGQ.
SI/IPV possesses several platforms/systems used for data collection and consultation. The following are the most relevant:
- Moodle, e-learning platform that supports IPV teaching activity, in which all learning resources regarding courses are available to students and teachers;
- SIGQ platform, allows collection of information provided by the satisfaction questionnaires in which the IPV students and teaching staff will show how satisfied they are with their UC, the students' satisfaction with the UO and the course they are attending, and some additional data that will allow the management bodies to produce relevant indicators, like characterization and performance indicators produced in the aftermath of the various activities carried out in the institution. This data provides foundation for the elaboration of the UC and course reports and for the effectiveness reports of each UO;
- LimeSurvey, survey management platform, used for conducting surveys meant for graduates and employers;
- Statistics system, platform containing a set of academic statistics and that will provide its users with the data they need to respond to different information needs and to different procedures, notably, students' characterization, progression rates, success and dropout rates, exam schedules, debt management, assignment of projects and internships, enrollment management, access to certain kind of official data; registered students and graduates from higher education institutions (RAIDES), an information made available by the Directorate-General for Higher Education (DGES) of the Portuguese General Ministry of Higher Education;
- Curriculum data management system, each UC programs and syllabuses, documents and reports;
- Management system of the teachers' personal and academic data;
- SIGES, academic management BackOffice system, ensures the management of students' enrollments, exam registrations, publication of examinations' results, payment of fees and tuitions, distribution of teaching hours and classes among the teachers;
- NetPa, online registration and enrollment platform, allows exam registration, publication of examinations' results and provision of ATM references for fees or tuition payment;
- CSS BackOffice, system available to manage students' enrollment process and the information of the schools in which they were accepted, giving accurate information about documents, courses and fees.
It also allows student's in-person enrollment and workflow of online enrollments;
- CSSNet, online application platform which is part of CSS BackOffice;
- IPV Intranet - platform with updated and classified information, institutional documents and guidelines, such as SIADAP documentation, templates useful for a huge diversity of procedures, as well as documents regarding job procedures.
IPV also has other systems/platforms that support operational activities. For example, we have to consider Adocs (Teaching performance assessment platform), SIVA, library integrated management software (KOHA), labs and classrooms occupancy management (Geslabs), E-Public management software.
SIGQ integrates mechanisms/procedures that intend to promote its own improvement and quality.
It allows, through audits and quality balance reports, to detect flaws in the information collected and to constitute a base that provides support for the decision-making process which is, in itself, a significant part of the institution's strategy. Systematically, information collected and treated, is analyzed and updated, thus leading to the revision of the system.

1.6 Publication of information relevant to external stakeholders

1.6.1 Perceived degree of development:
Substantial

1.6.2 Grounding (evidence and examples):

The IPV provides regular information to its various audiences through its institutional webpage (hpl*22).

On this page (hpl*23), the statutes (of the IPV – where the institution's mission and the various UO's mission can be found) and the most diversified regulations that are followed throughout the institution can be consulted (from the return of students who had left the institute to the regulations governing situations in which students move to another institution/course, the regulations governing the awarding of scientific research grants, the regulation related to the student's ombudsman and also to the work organization and discipline).

The different management tools can also be consulted, documents like the four-year periods strategic plans (hpl*24), in which the objectives of the institution, the activities plans, the social and activity reports are included.

The dissemination of the educational offer is carried out through the webpage of each UO (hpl*25, hpl*26, hpl*27, hpl*28 and hpl*29), that exists in close connection with the institutional page of the IPV.

On those webpages, the public can get all the information they need on each course: the learning objectives and the qualifications conferred, the curricular plans and the career prospects related to each course, as well as the results of the external assessment. There is also a vast variety of information about material and infrastructure resources available and about teaching support services.

The education outcomes, expressed in the students' academic results, are disseminated in each UO through the grids that are made public and which contain the student's names attending the different UC and the results they had obtained.

Teaching and learning methods, students' assessment and their rights and duties are also available on the webpage of each UO, on which users can find the current regulations, like the regulation that governs the students' attendance procedures.

Students' enrollment and guidance policies are available in hpl*30, the institutional webpage area in which issues regarding the procedures students have to follow during their enrollment process in a higher education institution are dealt with.

Mobility opportunities are also disseminated on the institutional webpage (hpl*31), through the SRE area (hpl*19). Information on social support is also available on the IPV's institutional webpage, in its social action area. Information on scholarships, accommodation, food, medical services and sports equipment/facilities is disclosed on this same page.

The MGQ, where the quality policy and institutional strategy are defined; the annual quality balance report and the UO annual effectiveness reports, in which we can find the data that the IPV management bodies have used in the revision of the system; The audit program and annual monitoring programs are published in the evaluation and quality area (hpl*12, hpl*32) of the institutional webpage.

In this area, users can also have access to the institutional self-assessment and external assessment reports, as well as to the data on the teaching staff's qualifications and on their contractual relationship with the institution.

The mechanisms the institution has to follow in order to deal with complaints and suggestions are those that are legally defined. Complaints and suggestions can be submitted through the institutional page (hpl*33), personally, by using the complaint book, or through a direct contact with the student's ombudsman.

The degree of satisfaction of all parties involved is also available: as far as services are concerned, this kind of information is provided in the quality balance reports; students' satisfaction is collected through the application of surveys whose results are presented in the UC reports.

The mechanism used for collecting data on students' professional integration (which includes the monitoring of the graduates' trajectory until they find a job) has not been systematically applied. It is formed by the application of a set of questionnaires to graduates and employers and it is currently being reviewed and simplified. This information is meant to be collected and treated through the SIVA and will be available later on the institutional webpage, in this service corresponding area (hpl*34).

1.7 Monitoring, evaluation and continuous improvement of the internal quality assurance system

1.7.1 Perceived degree of development:
Substantial

1.7.2 Grounding (evidence and examples):

The SIGQ is reviewed annually during the CAQ meetings.

This revision includes the verification of the adequacy of: the quality policy, of the procedures performance, of the internal audits results, of the implementation of any given correction, of the corrective actions implemented, of the preventive actions and/or improvement actions carried out, of the assessment of the satisfaction and of the verification of the adequacy of the human and material resources and infrastructure involved in the procedures.

Bearing in mind the results of these reviews, the CAQ may propose improvements or changes that will have an impact on the next term planning documents. The decisions of the CAQ are recorded in the meetings minutes (an*08).

After the dissemination of the SIGQ results of the revision and planning process, the different UO, through its presidents and its ComAQ, the ComQ, through its president, and the Quality Manager, who will report to the Vice-President in charge, will be responsible for the organization of the activities needed to achieve the goals that had been set.

The Quality Manager and the ComAQ collect information regularly and design the monitoring documents (quality balance reports and monitoring of the audit program prepared by the Quality Manager, and the UO effectiveness reports prepared by their respective ComAQ) that are useful to inform the CAQ about the state of development of the system and allow this body to act whenever deviations are diagnosed.

According to the audit program, approved for a one-year period, the elements of the internal group of auditors check, through the random collection of samples, certain implemented procedures, in accordance with the SIGQ, and will issue reports that will help identify the bodies in which the quality is inadequate and feed the ongoing improvement procedures. This group of auditors is composed of IPV teaching and non-teacher staff and its elements receive regular training. When the improvements lead to proposals for changes to the system documents, the changes are drawn up by the Quality Manager in collaboration with the respective areas or ComQ and are subject to the CAQ's scrutiny

before the IPV President's endorsement.
The identification of improvements implies their planning, implementation and monitoring. These steps have not always been carried out and that's why the implementation rate is lower than we could have expected.

1.8 The internal quality assurance system, taken as a whole

1.8.1 Perceived degree of development:
Substantial

1.8.2 Grounding (evidence and examples):
IPV has defined the institutional strategy for the ongoing improvement of its quality, which results in its Quality Policy (MGQ*III.01) and in objectives that integrate the overall strategic management of the institution (hpl*35). The MGQ (hpl*01, hpl*02) organizes the SIGQ, pointing out responsibilities of the different bodies and services and responsibilities and forms of involvement of all parties (internal and external) in the quality assurance procedures. It also defines methods that will have to be followed to be able to implement, monitor and review the quality policy and how all this can lead to an effective SIGQ (PQ*01 SIGQ Planning and revision).
The institution has defined procedures to ensure that educational offer is designed in accordance with the institutional strategy and is subject to a formal endorsement process. The learning objectives and expected workloads are clarified for each course.
Their design involves all interested parties and benefits from the contribution of external experts (PQ*02 Management of the educational offer).
In the design of the different courses, their contribution to the graduates' employability is taken into account, as is the preparation they provide for an active citizenship and the support given to the students' personal development and the creation of a comprehensive and advanced knowledge background that will encourage research and innovation.
The institution regulates and disseminates its access policies, as well as the procedures and admission criteria that are consistently and transparently implemented.
It has adopted recognition of qualifications procedures, periods of study and prior learning achievements which include informal and non-formal learning (SPQ*05.02.14 accreditations, hpl*36- equivalences, recognition of courses and accreditations of previous educational experiences - hpl*37).
It has adopted certification procedures for learning outcomes achieved and that take into account the context, level, content and status of the completed studies, through the issuing of diploma supplements (SPQ*05.02.17 submission of complementary information for the issuing of diploma supplements, hpl*38).
The different UO promote learning environments that respect diversity, student's autonomy and mutual respect between the student and his teacher. They enable flexible learning pathways. They use different teaching and learning methods, in accordance with students ' needs and with their learning objectives. They promote the student-teacher proximity thus ensuring adequate guidance and support.
They issue regulations concerning the assessment process in order to provide students with an advance knowledge of the criteria, guidelines and evaluation procedures, about how integrity and surveillance against academic fraud are ensured, and also about the formal procedures available for students to file a complaint or an appeal, allowing students to realize the extent to which the results of their learning achieve the objectives they had set and promoting fairness and consistency throughout the assessment process .
The monitoring of teaching and learning procedures, notably through the elaboration of UC reports, allows the responsible bodies to evaluate and regularly adjust teaching and learning methods (PQ*07 Management of the educational activities).
The institution's I&D policies include mechanisms for institutionalization and research management such as:
- the procedures for the creation, transformation, extinction, merger and integration of research units (article 63 of the IPV Statutes, Despacho-Normativo no. 12-A/2009), for the fund raising strategies and for the incentive of the scientific production (PQ*08 support for research and dissemination);
- the mechanisms of cooperation between education and research, specifically through the contact of students with research and innovation activities (PQ*07 Management of the educational activities) and
- the mechanisms for an economic valorization of knowledge (PQ*09 activities developed in partnership with external entities and developed for external purposes).
There are mechanisms that were defined to promote the interaction activities and actions with external entities, in particular those which have to do with interinstitutional collaboration procedures, the provision of services to external entities, cultural, sports and artistic actions developed for external partners, with the integration into national projects and partnerships, the contribution to regional and national development adjusted to the institutional mission and to the need for obtaining its own funds through the activities it develops (PQ*09 Activities Developed in partnership with external entities or developed for these external entities).
As far as internationalization is concerned, the institution has defined the procedures to promote, monitor, assess and improve the activities of participation/coordination of international educational and training activities, participation/coordination of International projects that have to do with research and students, non-teaching staff elements and teachers' mobility (PQ*06 Management of international cooperation).
Since the teaching staff is essential for a quality education and the non-teaching staff is crucial to provide students with the best possible services, the institution has standards and procedures for the collection and processing of information concerning their competences and the outcomes resulting from their respective performances in order to carry out the necessary performance assessment, adapt the training activities, promote the quality of the institute and achieve a high level of merit recognition.
Taking into account the students' diversity and the emphasis put on learning objectives, the institution provides its teaching staff with an environment that will favor an effective teaching performance, notably through the implementation of clear, transparent and fair recruitment procedures, employment conditions that give credit to the importance of teaching, to the promotion and creation of opportunities that will foster professional development, to the increasing promotion of the connection between education and research and to the promotion of innovative teaching

methods and of the use of new technologies (PQ*03 Human resource management).
IPV provides a variety of learning support resources:
-the physical resources: facilities (including sports facilities, canteens and residential buildings), libraries, information and communication technologies, pedagogical and scientific equipment, and always keeping in mind the need to ensure its users' safety, the protection of the environment and the needs of its disabled students;
-the mentoring, supervision and counseling support offered and thoroughly advertised among the students, so that every one of them can benefit from those offers.
-and the support services which include legal support, SAC, SD, SAS, SI and reprographic services, among others.
It has defined a set of mechanisms that allow the collection and analysis of the information about the maintenance, management and adequacy of its material resources and support services (PQ*04 Management of infrastructures and material resources, PQ*05 management of support services).
There are several ComQ that will, once they are fully operational, contribute to the full implementation of the SIGQ in their respective fields of operation.
The IPV has mechanisms that are used to obtain information about the needs and expectations of the different interested parties (about the quality of the education provided and the services offered) through the application of opinion collection instruments (PQ*02, PQ*05, PQ*06, PQ*07, PQ*09).
It has a platform (hpl*39), still in a development and improvement phase, for data collection, which includes performance indicators, student population's profile, progression rates, success and students' dropouts, students ' level of satisfaction with the courses they are attending and the resources that are available for learning and for the students' support.
It has defined ways to involve all the interested parts, students and teaching and non-teaching staff, in the assessment, analysis and improvement of its results. (MGQ*V.02)
The institution regularly provides public information about a predefined set of data and outcomes (see 1.6.2).
It relies on monitoring, evaluation and improvement procedures for all SIGQ procedures (PQ*10 nonconformities – a procedure which is going through a review stage and will deal with corrective, preventive and/or Improvement actions, PQ*11 internal audits)
It has defined the procedures used to regulate and ensure the decision-making procedures related to the use of the results, as well as the strategies defined to improve the procedures, their results and any follow-up action; (PQ*01 Planning and revision of SIGQ, PQ*02 Management of the educational offer).

Analytical Items

2. SWOT analysis of the internal quality assurance system

2.1. Strengths
.01 The commitment of the institution's managing bodies with a management based on quality standards always seeking an ongoing improvement;
.02 the SIGQ solid and comprehensive structure, which takes into account the institution's different fields of operation and that is based on a methodology of constant planning, implementation, verification and performance;
.03 the formalization of the quality policy in the institution's strategic plan through its objectives, indicators and goals that support the decision of the management bodies and allow them to verify the effectiveness of the system;
.04 the SIGQ consolidated planning and revision instruments which are systematically applied in the institution;
.05 The mechanisms used in the collection and analysis of the information and which are clearly identified;
.06 The scope, relevance and transparency of the information generated in the institution's different fields of action;
.07 The prioritization of responsibilities within the system procedures;
.08 The scope and relevance of the internal audit program which enable the identification of good practice and poor quality actions in the internal audit procedures and promotes the active participation of each one of the interested parties in this procedure;
.09 The mechanisms implemented for the identification and treatment of poor quality actions;
.10 The harmonization of the support services procedures;
.11 The concern with the promotion of the students' academic success;
.12 The identification of measures to prevent students' dropouts;
.13 The independent, impartial and confidential mechanisms applied to defend and promote the students' rights and legitimate their interests throughout their school life;
14 The implementation of regular internal training actions for the members of the internal group of auditors (teachers and non-teaching elements of the different UO) has allowed the improvement of the level of specialization required for the technical teams involved in the audit process.

2.2. Weaknesses
01 The specific difficulties in accepting the current institutional model, based on a culture of quality and external assessment;
.02 The poor dissemination and awareness-raising carried out by all the interested parties- students, teaching and non-teaching staff)- about the SIGQ importance and about the impact it can have on the institution's fields of action;
.03 the mechanisms, which have proven to be ineffective, used to organize and disseminate the information generated;
.04 the poor participation of the students in the institution's assessment and quality decision-making procedures;
.05 The absence of external elements in the management body responsible for the institution's assessment and quality;
.06 The limited application of the instruments designed to assess the level of satisfaction with the support services;
.07 The limited training offer available for the non-teaching staff prevents them from reaching the level of training and

specialization required for the technical teams involved in the procedures;
.08 The absence of mechanisms that can value the teaching and non-teaching staff members' merit and motivation;
.09 The lack of definition of partial goals about the institution's performance indicators does not allow the competent entities to verify the contribution of each UO to the effectiveness of the SIGQ, making it difficult to detect poor quality actions;
.10 The lack of presentation of partial data about the performance indicators that would inform about the role played by each UO in the effectiveness of the system;
.11 The lack of incentive that would stimulate the planning and implementation of corrective and/or of prevention and improvement actions identified may jeopardize the effectiveness of the SIGQ;
.13 The lack of a consolidated platform for the collection of information;
.14 The low rate of response from students, graduates and employers to the different satisfaction questionnaires applied in the institution.

2.3. Opportunities

01 The recent institutional assessment process has contributed to a global reflection on the SIGQ, which will have consequences when time comes to announce actions to help simplify processes and documents and that way will contribute to the process of ongoing improvement;
.02 The recent endorsement of the different ComQ guidelines, as a contribution to the promotion of internal dialogue through the interaction between elements coming from different UO in the implementation of procedures and to the sharing of good practice;
.03 the holding of regular ComQ meetings may help overcome the lack of training offer that would be important for the staff members involved in some of the SIGQ fields of action;
.04 The implementation of external awareness-raising actions concerning the SIGQ certification procedure and the impact that this certification may have on the institution, allows the different actors involved to reflect on their areas of expertise and promotes the culture of ongoing improvement;
.05 The prioritization of responsibilities within the system procedures allows for a shared discussion involving the different levels of responsibility and for the involvement of all actors in the ongoing improvement actions;
.06 The opening of application procedures, by the A3ES, in order to certify the SIGQ;
.07 The advertising and the clear definition of European Standards and their Guidelines (ESG) for internal quality assurance systems.

2.4. Threats

.01 The students' poor participation in the body responsible for the institution's assessment and institutional quality (CAQ) inhibits their process of integration in the self-assessment procedures;
.02 The lack of elements that don't belong to the institution in the body responsible for its assessment and institutional quality (CAQ) makes it difficult for external actors to understand the self-assessment procedures;
.03 The lack of a consolidated platform that would be used to collect information adds unnecessary time and bureaucracy to all of the SIGQ planning, revision and monitoring procedures;
.04 The low participation of students, graduates and employers whenever they are asked to take part in the satisfaction procedures;
.05 The poor sharing between the different UO of good practice implemented.

3. Synthesis of aspects signalled for improvement

Note

3.1 Definition and documentation of the institutional policy for quality (objectives, functions, actors and levels of responsibility within the internal quality assurance system)

3.1. Definition and documentation of the institutional policy for quality (objectives, functions, actors and levels of responsibility within the internal quality assurance system)

The following MGQ documents are going through a reviewing process:
. The quality policy that, following the suggestion of the External Assessment Committee (CAE) responsible for the institutional assessment process, should concentrate on a more specific scope;
. The SIGQ planning and revision procedure, with the introduction of a new template for the UO reports;
. The management procedure of the educational offer, also at the suggestion of the CAE responsible for the institutional assessment procedure, will have to include the timing and the report template to be used in the regular revision of the courses and a projection of the preparation of a study of causes whenever a proposed course is not approved;
. The management procedure for the training and educational activities that will be reflected in the uniformization of the annual UC and courses reports;
. The procedure for the management of corrections, corrective and preventive actions and/or improvement strategies, that will help remove the negative connotation that people normally associate with non-conformity situations;
The questionnaires applied to students and to the teaching staff regarding their level of satisfaction with the different UC, to the students to assess their level of contentment with the UO and the course they are attending, with the internship, dissertation or project they were given, and those which are usually applied to the employers and graduates are undergoing a process of simplification.

3.2 Scope and effectiveness of the procedures and structures for quality assurance

3.2.1 In teaching and learning

. Revise the statutes and regulations, where necessary, to adequately take into account the functioning of the new educational offers;
. Provide the students with adequate physical spaces in which they may work autonomously (workrooms, granting them access to labs and workshops) and become more and more involved in research activities under the guidance of their teachers;
. Encourage students to use the time teachers are given to provide support;
. Promote the integration of students into research activities in collaboration with their teachers;
. Inform the community about the work and practices developed in the different CE;
. Promote the harmonization of the reports drawn up by the different UO;
. Simplify the completion of the reports prepared by the different UO, through their integration into the SIGQ platform and through the use of automatic data collection from other platforms;
. Promote the dissemination of reports covering travels to foreign destinations.

3.2.2 In research and development / targeted research and high level professional development

I&D improvement proposals, as explained in the strategic plan, are committed to improve scientific communication through specialized support granted to teachers in order to create moments in which dissemination of research that had been developed will be possible. Therefore, projects and activities of scientific nature (project outcomes, patents, new products or pedagogical practices) should always be advertised. The institution seeks to promote the creation of regional mechanisms, with all its economic, social and cultural agents, in order to identify and define lines of action, programs and research, development and innovation projects (ID&I) deemed to be priorities.
Relations established with municipalities and other public or private institutions will have to be encouraged in order to promote the participation of IPV in programs or projects that will be important for the development of community and civil society.
Participation of institute's teachers in the design of certain projects and their participation in projects of scientific, technological and artistic nature, nationally and internationally, has to be encouraged, as well, so that the institution may increase its knowledge and achieve stronger financial sustainability.
Promotion of relationship between ID&I and teaching activities, reinforcing active learning mechanisms and students' interest and involvement, is another objective. Another goal which needs to be achieved is the active participation in the discussion of ID&I policies and funding programs that will be held with regional, national and European decision-making bodies, paving the way for more ID&I projects and investment.
In the reorganization of research policies:
. Keep CI&DETS as an internal unit of investigation management of the IPV, where several research projects are allocated.
. Create an education-based UI, Center for Studies on Education and Innovation (CI&DEI), to be accredited and financed by FCT;
. Create a digital service UI, social, cultural, economic or public administration services, Center for Digital Services Studies (CISeD) to be accredited and financed by FCT;
. Create a nursing management unit, a branch of Health Sciences Research Unit: Nursing (UICISA: E), UI hosted by the Coimbra Nursing School, assessed, accredited and funded by FCT since 2004;
. Create a management unit, branch of CERNAS – Centre for Studies on Natural Resources, Environment and Society, I&D unit hosted by the Polytechnic Institute of Coimbra;
Partnership agreements were established with research centers of other university and polytechnic institutions (Mathematics Department of Coimbra University, ID+Institute of Research in Design, Media and Culture, Department of Biotechnology and Energy of the Faculty of Engineering of Porto University, Computer Systems Engineering Institute of Coimbra, Centre for Research in Technologies and Healthcare Services (CINTESIS), among others). 28 IPV teachers were involved in these partnerships.

3.2.3 In the interaction with society

. Disseminate inter institutional cooperation procedures, as well as the contribution to regional and national development and the fact that the institute had managed to generate its own revenues through the activity that was developed, on the UO internal webpage, through mailing lists, news channel and mass media (local newspapers, Facebook);
. Draw up a report on the inter institutional cooperation actions;
. Check if the assumptions upon which the institution's policies were based on are still in existence and are still unchanged by the time the protocols are signed.
. Strengthen the dissemination mechanisms of any intervention carried out in favor of the community on the institution's webpage, to request the submission of records and reports of the IPV members' participation so that an assessment of their involvement can be performed and improvement procedures may be implemented, where necessary;
. Create mechanisms that will allow the recognition of the teachers' performance in their effort to reinforce the connection between the institution and the surrounding community.
. Support and stimulate the practice of social responsibility actions of the IPV'S staff and students, through the promotion of volunteering and social and cultural intervention.

3.2.4 In the policies for staff management

. Review and simplify documents and information circuits that will be used in decision-making situations;
. Improve the reliability/accuracy of the information stored in the Human Resources computer program;
. Revise and improve the regulations which concern the teachers' assessment and the procedures which will be followed to assess the non-teaching staff members;
. Review and update the duties handbook;
. Draw up the new procedures that had already been identified.

3.2.5 In the Support Services
. Ensure the regular functioning of the different ComQ;
. Review and, where possible, simplify the procedures defined for the different services;
. Ensure the effective implementation of the procedures in all the UO services;
. Ensure a regular and adequate maintenance of all facilities;
. Promote specific and intensive training that will be provided to the food and accommodation services;
. Promote the sports practice within the whole community;
. Ensure the application of satisfaction surveys to the different users of the services.

3.2.6 In internationalisation
As far as the implementation of improvements is concerned, the SRE have exhibited an enormous sense of commitment when performing the revision of their working procedures and indicators, pointing out what needs to be improved in their implementation procedures. All these improvements are meant to reinforce the effectiveness of the services.
As stated before, we realized that there was some kind of discomfort when users were asked to complete the satisfaction questionnaires, since they were repeatedly asked to do so by several other entities.
. We realized this situation could represent an opportunity for improvement: a plan of action to simplify the questionnaire that will be applied to different target audiences, always keeping in mind the aspects we want to assess, and to find out the most efficient means to reach as many people as possible.
. Another improvement to be implemented has to do with international students. Since March 2018, part of the management of these students' processes falls under the SRE's responsibility, therefore we need to create a working procedure that clarifies the steps to be followed and the responsibilities and tasks that have to be performed by the persons involved and appointed for the management of the international students' cases.
In accordance with the new procedure there is the need to define indicators to assess whether the working procedure really meets the true needs and what the results had been achieved (like the evolution of the number of international students, for instance), as well as the degree of satisfaction felt by international students regarding the support provided by the SRE. Studies will also be carried out to find out which data monitoring mechanism is the most appropriate.
. Increase the number of international partnerships established under the CE.

Questions 3.3 to 3.5

3.3 The relationship between the quality assurance system and the governance and management bodies of the institution
. Consolidate the articulation between some of the institution's areas of operation and the UO management bodies, being particularly aware of:
i) the lack of an effective connection between the CTC and the bodies that support research and its dissemination. The connection and coordination between the IU and the CTC should be reviewed and the measures which are essential to ensure that there is a coherent and articulated action between each and every UO and between them and the IU have to be implemented;
ii) the lack of participation of the Pedagogical Council in the assessment of the different UO annual effectiveness reports, a situation that shall be solved with the appointment, to the ComAQ, of a person that will represent that management body and with the setting up of a possible evaluation/reflection moment that would take place before the production of the report that has to be filed according to the procedure prescribed in the MGQ.
iii) The lack of evidence of the PC's general influence in the management of the educational activities in accordance with the procedures prescribed in the MGQ. To overcome this situation, we need to implement a more precise procedure that will integrate all the fields of action of that management body.
iv) the lack of an obvious connection between the management procedures that involve the educational offer and those which involve the management of the training activities. It is believed that this articulation will lead to a better understanding of the logical relationship that exists between the assessment and the monitoring of the teaching and learning procedures -and the consequent proposals for improvement actions-, and the procedures for self-assessment and for the periodic revision of the different CE, and that it will confirm the SIGQ flexibility and its capacity for self-regulation.

3.4 Participation of internal and external stakeholders in the quality assurance processes
.01 Promote a more active participation of students and external actors in the quality procedures through:
i) the dissemination of the results of the questionnaires/surveys previously applied;
ii) the participation of students in the SRE/SCCD and SAS ComQ;
iii) the invitation extended to external entities so they may come to participate in the SIGQ planning and revision procedures.

3.5 The information system (mechanisms for the collection, analysis and internal dissemination of information; scope and relevance of gathered information)
. Striving to ensure the application of the satisfaction survey in all services which deal with users;
. Ensuring a more systematic dissemination of the results obtained through the procedure defined in the SIGQ.
. Improving the dissemination channels of all the results obtained under the SIGQ action;
. Ensuring that all the students are aware of the results obtained under the SIGQ.
. Improving the computer platform that provides support to the SIGQ in order to improve access to information that already exists in the system and to broaden the participation of all the different levels of actors involved, while extending the flexibility and the "just-in-time" updating capacity of the system.

To achieve those goals, we will need to develop the following actions:
i) to integrate the information collection and dissemination systems scattered throughout the different services and UO, giving them a more automated profile whenever possible, making it easier for people to access these systems , and simplifying their updating and monitoring procedures;
ii) to create computer tools to support the different types of procedures, in order to provide the SIGQ with a greater effectiveness and strength, focusing on their simplification and harmonization;
iii) to create a document and workflow management platform that contributes to a simplification of the different procedures, the dematerialization of processes and the reduction of documentary bureaucracy.

Questions 3.6 to 3.8

3.6 Publication of information relevant to external stakeholders
. Ensure the implementation of the mechanisms defined for the collection of data on working life integration/employability, through the SIVA, and the processing and further public dissemination of the data obtained;
. Improve the image and accessibility of the institutional webpage.

3.7 Monitoring, evaluation and continuous improvement of the internal quality assurance system
. Improve the communication channels between the different services and the CAQ through the different ComQ;
. Promote the effective functioning of the ComQ;
. Ensure the elaboration, implementation and monitoring of the action plans that had been defined to carry out each correction, corrective, preventive and/or improvement action.

3.8 The internal quality assurance system, taken as a whole
. Ensure the systematic implementation of the assessment and training mechanisms aimed at the non-teaching staff members;
. Improve the functionality of the SIGQ platform, notably with the integration of reports and the automatic data collection from other platforms;
. Ensure the planning, implementation and monitoring of all identified improvement actions.

4. Summary of aspects identified for improvement of the institution

4 Summary of aspects identified for improvement of the institution
.01 System documents: to ensure the adequacy, regular revision and simplification of all SIGQ-related documents. These actions will have an effect on every procedures, questionnaires and surveys, reports, statutes and regulations.
.02 Teaching and learning methods: to adapt the levels of interdisciplinarity between UC and bachelors and masters' degrees, to promote a better use of the teachers' working hours that are meant to be used to provide students with the support they need to improve and to integrate the students into research activities that are carried out in cooperation with their teachers and to disseminate work and practices developed in the different CE.
.03 Targeted research and high-level professional development: to ensure the existence of the internal IPV Research Management Unit, where several research projects are allocated and to create the research and management units that had been agreed.
.04 Inter institutional collaboration and any cooperation activity carried out with the community: to ensure the registration and dissemination of any inter institutional collaboration activity and to encourage habits of social responsibility in teachers, non-teaching elements and students, through the promotion of volunteering, social and cultural actions.
.05 The development of internationalization procedures: to clarify the responsibilities and tasks of every people involved in the reception and management of the foreign students.
.06 Staff management policies: to review and improve the performance assessment mechanisms for the teaching and non-teaching staff, to improve the reliability of the information which has been made available in the Human Resources computer program.
.07 Infrastructure and support services: to ensure the different ComQ smooth functioning, to provide work spaces that will be used to develop the students' autonomous work and to foster their involvement in research activities under the guidance of their teachers, to ensure regular and proper maintenance of all facilities.
.08 Articulation between the quality assurance system and the governance and management bodies of the institution: to clarify and to consolidate the role of the different UO governance bodies involved in the SIGQ.
09 Participation of the different interested parties (internal and external) in the quality assurance procedures: to promote a more active participation of students and external actors in the quality procedures through the dissemination of the results of the questionnaires that had been applied, the students' participation in the SRE/SCCD ComQ and in the SAS and through the a more and more significant participation of external entities in the SIGQ planning and revision procedures.
.10 Information system (mechanisms for the collection, analysis and internal dissemination of information; the scope, field of influence and relevance of the information generated): to increase and to improve the SIGQ platform functionality, notably with the integration of reports and the automatic collection of data from other platforms.
.11 Publication of information that is relevant for all interested parties: to ensure the implementation of the mechanisms defined for the collection of data on employability and on the students' working life integration, through the SIVA, to ensure the processing and public dissemination of the data obtained and to improve the image and accessibility of the institutional webpage.
.12 Monitoring, assessment and ongoing improvement of the quality assurance system: to improve the communication

channels with the CAQ and to ensure the planning, implementation and monitoring of all the improvements previously planned.

5. Observations

5 Observations (Comments, observations or clarifications on any item of the guidelines)
note*01 The annex to the MGQ does not contain the procedures described. The full Handbook can be consulted in the hpl*01 (Portuguese version) and hpl*02 (English version) links.
Note*02 The reviews made to the Handbook are published, on the date of their endorsement, on the hpl*01 (Portuguese version) and hpl*02 (English version) links. A new vwersion is scheduled for 2018/05/04.

6. Annexes

Note

6.1 Quality Manual

6.1.1 Quality Manual or an equivalent document on the institutional policy for quality, which clearly identifies the institutional strategy for quality and the way it develops into an internal quality assurance system (including the procedures involved).
Portuguese Version (PDF, max. 4MB):
6.1.1_mgq pt 19.pdf
6.1.2 English Version (PDF, max. 4MB):
6.1.2_mgq en 19.pdf

6.2 Other annexes

6.2.1 Other annex

Annex - an*01

6.2.1.1 Reference:
an*01

6.2.1.2 Title:
política da qualidade em revisão

6.2.1.3 Annex (PDF, max. 4MB):
6.2.1.3_01 política da qualidade.pdf

Annex - an*02

6.2.1.1 Reference:
an*02

6.2.1.2 Title:
relatório de atividades dos Serviços de Relações Externas 2017

6.2.1.3 Annex (PDF, max. 4MB):
6.2.1.3_02 ra SRE 2017.pdf

Annex - an*03

6.2.1.1 Reference:
an*03

6.2.1.2 Title:
corpo docente 2017/18

6.2.1.3 Annex (PDF, max. 4MB):
6.2.1.3_03 pessoal docente.pdf

Annex - an*04

6.2.1.1 Reference:
an*04

6.2.1.2 Title:
pessoal não docente 2017/18

6.2.1.3 Annex (PDF, max. 4MB):
6.2.1.3_04 pessoal não docente.pdf

Annex - an*05

6.2.1.1 Reference:
an*05

6.2.1.2 Title:
bolseiros 2017/18

6.2.1.3 Annex (PDF, max. 4MB):
6.2.1.3_05 bolseiros.pdf

Annex - an*06

6.2.1.1 Reference:
an*06

6.2.1.2 Title:
Regulamento de Contratação de Pessoal Docente ao abrigo do ECDESP

6.2.1.3 Annex (PDF, max. 4MB):
6.2.1.3_06 RCPD.pdf

Annex - an*07

6.2.1.1 Reference:
an*07

6.2.1.2 Title:
Alteração ao Regulamento de Contratação de Pessoal Docente ao abrigo do ECDESP

6.2.1.3 Annex (PDF, max. 4MB):
6.2.1.3_07 RCPD alteração.pdf

Annex - an*08

6.2.1.1 Reference:
an*08

6.2.1.2 Title:
Ata do Conselho para a Avaliação e Qualidade da reunião de revisão do sistema pela gestão

6.2.1.3 Annex (PDF, max. 4MB):
6.2.1.3_08 ataCAQ20180326.pdf

Annex - an*09

6.2.1.1 Reference:
an*09

6.2.1.2 Title:
Regulamento do Conselho para a Avaliação e Qualidade

6.2.1.3 Annex (PDF, max. 4MB):

[6.2.1.3_09 regulamento CAQ.pdf](#)

Annex - an*10

6.2.1.1 Reference:
an*10

6.2.1.2 Title:
Regulamento da Comissão de Avaliação e Qualidade da Escola Superior Agrária de Viseu

6.2.1.3 Annex (PDF, max. 4MB):
[6.2.1.3_10 regulamento comaqesav.pdf](#)

Annex - an*11

6.2.1.1 Reference:
an*11

6.2.1.2 Title:
Regulamento da Comissão de Avaliação e Qualidade da Escola Superior de Educação de Viseu

6.2.1.3 Annex (PDF, max. 4MB):
[6.2.1.3_11 regulamento comaqesev.pdf](#)

Annex - an*12

6.2.1.1 Reference:
an*12

6.2.1.2 Title:
Regulamento da Comissão de Avaliação e Qualidade da Escola Superior de Saúde de Viseu

6.2.1.3 Annex (PDF, max. 4MB):
[6.2.1.3_12 regulamento comaqessv.pdf](#)

Annex - an*13

6.2.1.1 Reference:
an*13

6.2.1.2 Title:
Regulamento da Comissão de Avaliação e Qualidade da Escola Superior de Tecnologia e Gestão de Viseu

6.2.1.3 Annex (PDF, max. 4MB):
[6.2.1.3_13 regulamento comaqestgv.pdf](#)

Annex - an*14

6.2.1.1 Reference:
an*14

6.2.1.2 Title:
Regulamento da Comissão de Avaliação e Qualidade da Escola Superior de Tecnologia e Gestão de Lamego

6.2.1.3 Annex (PDF, max. 4MB):
[6.2.1.3_14 regulamento comaqestgl.pdf](#)

Annex - an*15

6.2.1.1 Reference:
an*15

6.2.1.2 Title:
Regulamento das Comissões para a Qualidade

6.2.1.3 Annex (PDF, max. 4MB):
6.2.1.3_15 regulamento comq.pdf

Annex - an*16

6.2.1.1 Reference:
*an*16*

6.2.1.2 Title:
Constituição das Comissões para a Qualidade

6.2.1.3 Annex (PDF, max. 4MB):
6.2.1.3_16 constituição comq.pdf

Annex - an*17

6.2.1.1 Reference:
*an*17*

6.2.1.2 Title:
Estatutos do Instituto Politécnico de Viseu

6.2.1.3 Annex (PDF, max. 4MB):
6.2.1.3_17 estatutos ipv.pdf

Annex - an*18

6.2.1.1 Reference:
*an*18*

6.2.1.2 Title:
Estatutos da Escola Superior Agrária de Viseu

6.2.1.3 Annex (PDF, max. 4MB):
6.2.1.3_18 estatutos esav.pdf

Annex - an*19

6.2.1.1 Reference:
*an*19*

6.2.1.2 Title:
Estatutos da Escola Superior de Educação de Viseu

6.2.1.3 Annex (PDF, max. 4MB):
6.2.1.3_19 estatutos esev.pdf

Annex - an*20

6.2.1.1 Reference:
*an*20*

6.2.1.2 Title:
Estatutos da Escola Superior de Saúde de Viseu

6.2.1.3 Annex (PDF, max. 4MB):
6.2.1.3_20 estatutos essv.pdf

Annex - an*21

6.2.1.1 Reference:
*an*21*

6.2.1.2 Title:

Estatutos da Escola Superior de Tecnologia e Gestão de Viseu

6.2.1.3 Annex (PDF, max. 4MB):
6.2.1.3_21 estatutos estgv.pdf

Annex - an*22

6.2.1.1 Reference:
*an*22*

6.2.1.2 Title:
Estatutos da Escola Superior de Tecnologia e Gestão de Lamego

6.2.1.3 Annex (PDF, max. 4MB):
6.2.1.3_22 estatutos estgl.pdf

Annex - an*23

6.2.1.1 Reference:
*an*23*

6.2.1.2 Title:
Quality policy

6.2.1.3 Annex (PDF, max. 4MB):
6.2.1.3_23 quality policy.pdf

6.2.2 Table (automatically filled)

6.2.2. Outros anexos / Other annexes

Referência / Reference	Título / Title	Anexo / Annex
an*01	política da qualidade em revisão	Anexo
an*02	relatório de atividades dos Serviços de Relações Externas 2017	Anexo
an*03	corpo docente 2017/18	Anexo
an*04	pessoal não docente 2017/18	Anexo
an*05	bolseiros 2017/18	Anexo
an*06	Regulamento de Contratação de Pessoal Docente ao abrigo do ECDESP	Anexo
an*07	Alteração ao Regulamento de Contratação de Pessoal Docente ao abrigo do ECDESP	Anexo
an*08	Ata do Conselho para a Avaliação e Qualidade da reunião de revisão do sistema pela gestão	Anexo
an*09	Regulamento do Conselho para a Avaliação e Qualidade	Anexo
an*10	Regulamento da Comissão de Avaliação e Qualidade da Escola Superior Agrária de Viseu	Anexo
an*11	Regulamento da Comissão de Avaliação e Qualidade da Escola Superior de Educação de Viseu	Anexo
an*12	Regulamento da Comissão de Avaliação e Qualidade da Escola Superior de Saúde de Viseu	Anexo
an*13	Regulamento da Comissão de Avaliação e Qualidade da Escola Superior de Tecnologia e Gestão de Viseu	Anexo
an*14	Regulamento da Comissão de Avaliação e Qualidade da Escola Superior de Tecnologia e Gestão de Lamego	Anexo
an*15	Regulamento das Comissões para a Qualidade	Anexo
an*16	Constituição das Comissões para a Qualidade	Anexo
an*17	Estatutos do Instituto Politécnico de Viseu	Anexo
an*18	Estatutos da Escola Superior Agrária de Viseu	Anexo
an*19	Estatutos da Escola Superior de Educação de Viseu	Anexo
an*20	Estatutos da Escola Superior de Saúde de Viseu	Anexo
an*21	Estatutos da Escola Superior de Tecnologia e Gestão de Viseu	Anexo
an*22	Estatutos da Escola Superior de Tecnologia e Gestão de Lamego	Anexo
an*23	Quality policy	Anexo

<no answer>

6.3 Links

6.3.Hiperligações / Links

hpl*01	Manual de Garantia da Qualidade (versão em português)	www.ipv.pt/avq/mgqpt.pdf
hpl*02	Manual de Garantia da Qualidade (versão em inglês)	www.ipv.pt/avq/mgqen.pdf
hpl*03	Mapa de Objetivos	www.ipv.pt/avq/obj.pdf
hpl*04	Mapa de Indicadores	www.ipv.pt/avq/ind.pdf
hpl*05	Mapa de Atividades	www.ipv.pt/avq/ativ.pdf
hpl*06	Balanço da Qualidade	www.ipv.pt/avq/bq.pdf
hpl*07	Relatórios das Unidades Orgânicas – ESAV	www.ipv.pt/avq/reESAV.pdf
hpl*08	Relatórios das Unidades Orgânicas – ESEV	www.ipv.pt/avq/reESEV.pdf
hpl*09	Relatórios das Unidades Orgânicas – ESSV	www.ipv.pt/avq/reESSV.pdf
hpl*10	Relatórios das Unidades Orgânicas – ESTGV	www.ipv.pt/avq/reESTGV.pdf
hpl*11	Relatórios das Unidades Orgânicas – ESTGL	www.ipv.pt/avq/reESTGL.pdf
hpl*12	Programa de Auditorias	www.ipv.pt/avq/pa.pdf
hpl*13	Provedor do Estudante	www.ipv.pt/provd_estudante.htm
hpl*14	Unidade de Investigação CI&DETS	www.ipv.pt/ci/id.htm
hpl*15	Objetivos CI&DETS	www.ipv.pt/ci/idobjectivos.htm
hpl*16	Regras para Apoio Financeiro aos Membros da Unidade de Investigação	www.ipv.pt/ci/regfin.pdf
hpl*17	Repositório	repositorio.ipv.pt/
hpl*18	Regulamento de Avaliação do Desempenho do Pessoal Docente	www.ipv.pt/secretaria/regulamento_adpd.pdf
hpl*19	Serviços de Ação Social	www.ipv.pt/sas/
hpl*20	Gabinete de Apoio ao Estudante ESSV	www.essv.ipv.pt/index.php/servicos/gabinete-de-apoio-ao-estudante
hpl*21	Regulamento dos Serviços de Relações Externas	www.ipv.pt/ri/regulamento.htm
hpl*22	Instituto Politécnico de Viseu	www.ipv.pt
hpl*23	Regulamentos e Estatutos	www.ipv.pt/reg_ipv.htm
hpl*24	Instrumentos de Gestão	www.ipv.pt/info_pg.htm
hpl*25	Escola Superior Agrária de Viseu	www.esav.ipv.pt
hpl*26	Escola Superior de Educação de Viseu	www.esev.ipv.pt
hpl*27	Escola Superior de Saúde de Viseu	www.essv.ipv.pt
hpl*28	Escola Superior de Tecnologia e Gestão de Viseu	www.estgv.ipv.pt
hpl*29	Escola Superior de Tecnologia e Gestão de Lamego	www.estgl.ipv.pt
hpl*30	Gabinete de Acesso ao Ensino Superior	www.ipv.pt/gaes
hpl*31	Serviços de Relações Externas	www.ipv.pt/ri
hpl*32	Monitorização do Programa de Auditorias	www.ipv.pt/avq/monpa.pdf
hpl*33	Sugestões e Reclamações	www.ipv.pt/sr.htm
hpl*34	Serviços de Inserção na Vida Ativa	www.ipv.pt/siva
hpl*35	Plano Estratégico	www.ipv.pt/secretaria/ispv/pa18.pdf
hpl*36	Equivalência de Habilitações	www.ipv.pt/jur_habil.htm
hpl*37	Reconhecimento de Cursos e Creditação de Formação	www.ipv.pt/jur_reconhecimento.htm
hpl*38	Suplemento ao Diploma	www.ipv.pt/secretaria/prt302008.pdf
hpl*39	Sistema de Informação	gq.ipv.pt