Quality Manual

Quality Management Board of IST

Title: Quality Manual

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Author: Quality Management Board

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ELABORATION, VERIFICATION AND APPROVAL (TABLE)

	Person-in-charge	Date	Signature
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This document becomes effective after approval and publication on the webpage of the Quality Management Board of IST.

TABLE OF CHANGES

The Quality Manual (QM), as well as any of its subsequent global or specific reviews must be approved by the President of IST. Any amendment to the contents of the QM requires a new sequentially numbered version, which must be recorded in the form made available below.

Table of Changes			
Review	Date	Reason for Change	Remarks
1st	2016, May	Adaptation to the Strategic Plan, 2014 Introduction of the Quality Plan	The Structure of the integrated management system did not change (similar to the previous one, which was based on the UTL structure)
2nd	2018, October 2019, January	Adaptation to the A3ES standards Compliance with the QM of the ULisboa Changes to the QMB team	Review and Adaptation to the base structure of the ULisboa, in particular in terms of indicators

Table of Contents

Acronyms and abbreviations

A3ES – Assessment and Accreditation Agency for Higher Education

AEPQ – Institutional Studies, Planning and Quality Office

AQAI – Quality and Internal Audit Office

CGQ-IST – Quality Management Board of the Instituto Superior Técnico

ENQA – European Association for Quality Assurance in Higher Education

IST – Instituto Superior Técnico

QM – Quality Manual

MQ da ULisboa – Quality Manual of the University of Lisboa

AP – Activity Plan

SP – Strategic Plan

QP – Quality Plan

QUAR –Framework of Evaluation and Accountability

HR – Human Resources

RJAES – Legal Framework for Evaluation of Portuguese Higher Education

RJIES – Legal Framework for Evaluation of Portuguese Higher Education Institutions

SIADAP – Integrated System for Performance Assessment in Portuguese Public Administration

SIQuIST – Integrated Quality Management System of IST

UC – Courses

RU – Research Units

ULisboa – Universidade de Lisboa

UTL – Universidade Técnica de Lisboa

1. Introduction

The Quality Manual (MQ) contains the basic operating requirements for the procedures carried out by the Instituto Superior Técnico (IST) in the area of Quality. It should be seen as a key reference to define quality assurance policies, and characterize processes, indicators and persons responsible for performing a range of dynamic activities for the continuous improvement at IST. Quality is an ongoing process, which permanently follows up the School's evolution and its integration with Society, and this Quality Manual of IST shows how the management is in line with its different organisational processes.

Quality Manual

This Manual draws on the Integrated Quality Management System of IST (SIQuIST), which aims to put in place a quality policy and is an integral part of the Quality Management System of the ULisboa. Specific Regulations define its organisation and key instruments, with a view to the continuous improvement of quality.

SIQuIST

QM-ULisboa

The SIQuIST pursues the norms and recommendations issued by the European Association for Quality Assurance in Higher Education **(ENQA)**, and by the Assessment and Accreditation Agency for Higher Education (**A3ES**).

ENQA

A3ES

It is the responsibility of the Quality Management Board of the Instituto Superior Técnico (CGQ-IST) to coordinate and manage the SIQuIST.

The QM is the duty of the CGQ-IST, which is approved by the President of IST. It is then disseminated on the webpage of the CGQ-IST, and reviewed where there are any amendments/revisions in the organisation, standards and guidelines among others. The summaries of the most recent amendments/reviews to the Manual are described in the Review Table above.

CGQ

2. Mission and Vision of Técnico Lisboa

Mission

The Mission of IST is to contribute to the development of society, by promoting top quality education in Architecture, Engineering, Science and Technology, in graduate, post-graduate and lifelong dimensions, and developing Research, Development and Innovation activities (RD&I), which are key to the progress of knowledge and to the provision of the highest international patterns of education.

Vision

The Vision is to have IST be one of the top European schools of engineering, science and technology by attracting and nurturing talent, who will work in a global, international, culturally diverse and vibrant urbane environment. Efficient management, attractive and diversified infrastructure and a holistic merit-based culture are instrumental in fostering, through science, technology, and innovation, the impact in society of our global community.

3. Organisational Structure

As a legal person governed by public law, the Instituto Superior Técnico (IST) is integrated in the University of Lisbon (ULisboa) and has statutory, scientific, cultural, strategic, pedagogic, administrative, financial and patrimonial autonomy. Furthermore, its activity is developed in three campuses and, in order to comply with its mission, it has different bodies: the President, the Scientific Board and the Pedagogical Council, the Executive Board and the School Council. The latter is a strategic decision body, which also monitors compliance with the Law, its Statutes and, in particular, the mission of IST. IST's statutory bodies also include the Advisory Board, which has advisory duties, and the School Assembly.

Organisation

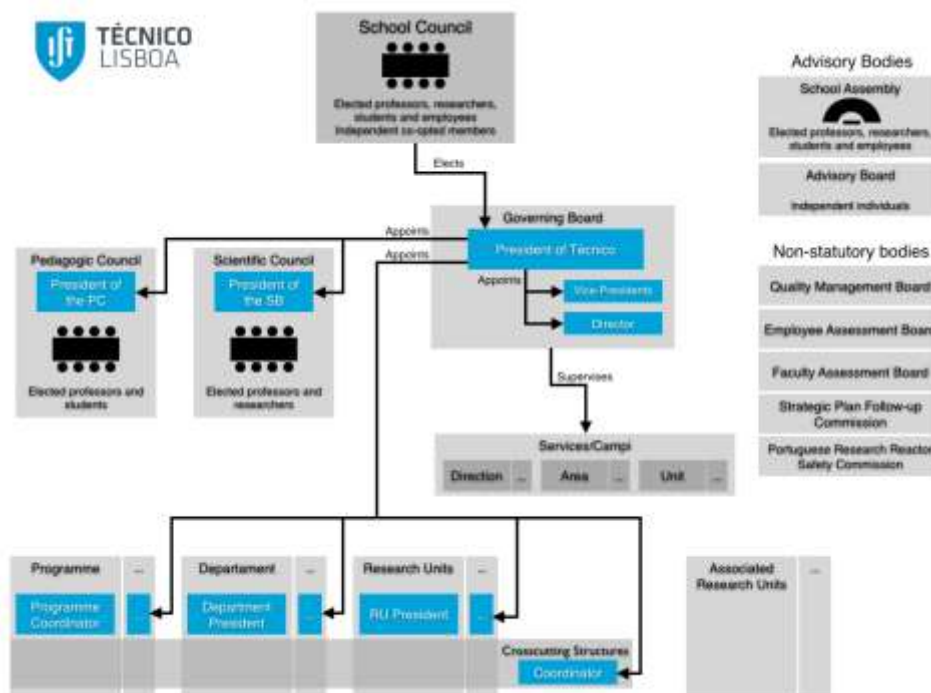*Statutes*

Mission

Bodies

Figure 1 – Organisational structure

4. Policy of IST for Quality

As a reference Higher Education Institution (HEI), IST enshrines in its statutes a commitment on promoting the quality of Education, Research and Technology Transfer as core tasks to succeed in its mission.

Therefore, IST assumes, as a strategy for quality, the design of an institutional development programme based on target benchmarks, formally established in its strategic management documents (Strategic Plan, Activity Plan, Quality Manual and Plan and QUAR), which describe steps, methodologies, the timing and establishment of responsibilities and competences of the different bodies, services and stakeholders.

Strategic Plan

Activity Plan

Quality Plan

QUAR

5. The Quality Management Board

The mission of the QMB-IST is to assess quality and coordinate and manage SIQuIST, and consists of:

- The President of IST or the member of the Executive Board to whom that competence has been delegated;

- A representative from the Scientific Board;

- A representative member of faculty of the Pedagogical Council;

- A representative member of the student body of the Pedagogical Council;

- The Coordinator of the Institutional Studies, Planning and Quality Office;

- The Coordinator of the Quality and Internal Audit Office;

- The President of the Student Association of IST or the student to whom that competence has been delegated.

Outside board members may also be invited to participate in the meetings of the QMB-IST, where the subjects to be dealt with so justify.

In the framework of the Portuguese accreditation and assessment system, in accordance with the law and complying with the guidelines issued by the bodies of IST, it is the responsibility of the QMB-IST to propose procedures concerning quality assessment to be adopted by IST. In this regard, it can focus its activity on:

- Promoting quality of teaching, research, technology transfer and management;

- Fostering the development of an integrated institutional quality assurance culture;

- Coordinating the quality management and assessment processes developed by the services;

CGQ

SIQuIST

Regulation

Resposibilities and Duties

- Conducting follow-up of performance and assessment of research and teaching activities, in accordance with article 23 of IST Statutes, as well as internal and external assessment processes;

- Informing IST bodies, in particular its School Council, of the activities developed under the SIQuIST;

- Analysing the functioning of the SIQuIST, elaborating assessment reports and delivering its opinion on proposals for corrective measures that are deemed adequate for proper performance and image of the institution;

- Elaborating the Quality Manual and the Quality Plan of IST and proposing it for approval by the relevant bodies;

- Proposing the creation of institutional structures for approval by the relevant bodies, which support the implementation of the quality assurance policy, in particular any structures needed for assessing research and teaching activities.

- Issuing recommendations;

- Disseminating internally and externally the actions and documents concerning the SIQuIST;

- Proposing improvements to these Regulations;

- Adopting its bylaws.

6. Internal processes and procedures of internal management for quality – SIQuIST

IST adopts a process-based approach, by identifying and managing these processes, and the sequence and interaction between them, while promoting greater transparency of activities, better communication and interaction between the different units and standardizing proposed objectives.

SIQuIST

Processes and Sub-processes are grouped together hierarchically and presented graphically in order to ensure understanding and relationship of the System and its Processes, such as:

Macro Processes – Define policies, norms, crosscutting procedures, which are in line with the strategy and objectives of IST.

Core Processes – Identify the institution's core activity, making reference to its main fields and include Teaching, Research and Technology Transfer.

The Integrated Management System for Quality Management was designed in accordance with the documentary structure depicted in Figure 2, based on which all methodologies related to the development of identified processes are defined and communicated.

Figure 2 – Documentary structure

This documentary structure includes, in addition to current legislation, all strategic documents, in particular the Strategic Plan, which is one of the central SIQuIST documents, the Activity Plan and the Annual Report.

Strategic Plan

Other policy documents include:

- Quality Manual – one of the documents that is on top of the documentary structure, which describes the Quality Management System of IST and clarifies its Quality Policy;

Quality Manual

- Quality Plan – which specifies monitoring indicators of the action plans for the development strategy, quality assurance and continuous improvement of IST;

Quality Plan

- Management Risk Prevention Plan, including corruption risks and related violations, which identifies the main risks and the way to override/mitigate them.

PPRGCIC

With regard to operating documents, there are:

- Manuals and Regulations – the former describe and define in detail the processes developed at IST within a procedure and the latter define the rules that govern IST's activity.

- Forms, Other documents and files – which result from the performance of processes/activities and give evidence of how the SIQuIST works.

Manuals, Plans, Regulations

7. Quality Benachmarks and Indicators

Quality benchmarks at IST draw on the QM of the ULisboa and the Standards and Guidelines for Quality Assurance in the European Higher Education Area of 2015 (ESG_2015), which are defined by the European Association for Quality Assurance in Higher Education (ENQA), by the European Students' Union (ESU), by the European University Association (EUA) and by the European Association of Institutions in Higher Education (EURASHE). They are also based on the Internal Assessment Benchmarks defined by the Portuguese Assessment and Accreditation Agency for Higher Education (A3ES), which on the basis of current state-of-art, propose the following number of thirteen benchmarks.

Quality Benchmarks

ENQA

A3ES

I - Quality management policy	1. Adoption of policies for quality assurance and pursuit of quality objectives
II – Quality Management in core processes of institutional mission	2. Design and approval of educational offer; 3. Student-centred teaching, learning and evaluation; 4. Student admission, progress, recognitions and certificates; 5. Continuous monitoring and periodical review of programmes; 6. Research and development; 7. Inter-institutional and community collaboration; 8. Internationalisation
III – Quality management in resource and support service management	9. Human resources; 10. Material resources and services
IV – Information management and dissemination	11. Management of information; 12. Public information

Table 1 –A3ES Benchmarks

Information generated, received and accumulated by bodies and services, in the performance of their duties and activities, are recorded in different documents. These are key tools for decision-making processes, therefore contributing to increased efficiency and our collective memory.

The SIQuIST consists of information collection and analysis procedures about IST activities in order to match indicators with actions. These procedures are based on the Self-assessment and Framework Guide, which is annexed hereto and is an integral part thereof (annex 3).

The Quality Plan also defines appropriate indicators for an analysis up to the macro level. IST has an information system, which provides indicators for all areas of action of IST that are classified according to the organisation in macro-processes (Governance, Education, R&D, Social Responsibility, Internationalisation and Resources).

Time stability must be ensured by the indicators included in the IST Quality Plan for the characterisation of the School's action. These indicators measure the School's performance in defined processes and therefore contribute to strategic decision-making and assessment of objective accomplishment.

Table 1 shows how processes are in line with sub-processes, which in turn are in line with IST's strategic areas of action. A Person-in-charge is allocated to each process. Indicators are described in Annex 1.

ROFNATIST

Selfassessment and Framework Guide - Annex 3

Indicators - Annex 2

Processes and subprocesses - Annex 1

8. Inter-institutional Collaboration and with the Community

The quality management policy encourages cooperation with society and participation of the most relevant internal and external partners in strategic planning processes, with a special attention to the participation in the composition of IST's governing and advisory bodies and regular consultation through various mechanisms (Table 2).

Partner	Participation in bodies with responsibility in SIQuIST	Participation in quality assurance processes	Consultation Mechanisms
Faculty	QMB-IST, Governing bodies	Core processes, Management processes	Self-assessment, External assessment, Pedagogical assessment
Students	QMB-IST, School Council, School Assembly, Pedagogical Council	Education	Assessment of Education and Learning processes, Assessment of Student Support Services
Non-teaching staff	CGQ-IST, School Council, School Assembly	Support processes	Self-assessment, External assessment, Audits
Alumni	-	Education, Link to society	Assessment of Education, Employability, Entrepreneurship
Employers	-	Education, Link to society	Graduate quality assessment
Service users	-	Support processes, Link to society	Service assessment
External entitiess	School Council Adviroy Board	All processes	Process Assessment, Accreditation and Audit

Table 2 – Cooperation with society and internal and external partners

9. Monitoring and Assessment

The SIQuIST relies on two fundamental components of the institutional assessment process:

- Internal assessment (self-assessment)
- and external assessment (made by outside entities).

Based on quality continuous improvement processes, the SIQuIST calls for a cyclic review of results in terms of the Teaching/Education process and at institutional level, by fully measuring compliance with its mission and objectives. It also shows a particularly detailed description of the strategy and mechanisms to assess and improve Education. In this regard, the Quality Assurance System of Courses taught at IST is a key part to follow up how courses are run and promote continuous improvement of the educational, teaching and assessment process.

The QMB-IST must develop monitoring measures for the SIQuIST, while ensuring follow-up of the accomplishment of procedures at institutional level. This activity encompasses regular and close contact with the respective participants in quality assurance processes, ensuring deadline fulfilment, information collection effectiveness, survey conduction and analysis and definition of improvement actions. The definition of improvement actions involves the identification of difficulties found and proposals for adaptation needed for increased adjustment of processes.

AEPQ

Assessment and Planning

AQAI

Monitoring

Surveys

Observatories

Monitoring

10. Publication

European standards and guidelines concerning quality management in Higher Education give particular attention to regular publication of updated qualitative and quantitative information, in an impartial and objective manner. Said information focuses on institutional functioning in particular taught programmes and degrees, and student satisfaction levels.

Aware of the pedagogical and facilitating role of the quality improvement process, IST seeks to ensure widespread dissemination of assessment results of its activities with the academic community.

It is IST's duty to keep information updated on the Internet, where information on the SIQuIST should also be provided, in particular concerning objectives and procedures, by identifying indicators, setting up requirement benchmarks, creating data collection instruments, codifying information and establishing interpretation and dissemination criteria of outcomes, thereby enabling the analysis of information in a consistent manner.

Statistics

Important documents

ANNEXES

Annex 1 – Indicators (Part 1)

Focus Areas		Macro Processes		Subprocesses		Indicators
		Designation	Person-in-Charge	Designation	No.	Proposal
Strategic Planning	Governance	Internal assessment, Global Initiatives	School Council / President of IST	**IST Strategic Management:** Strategic planning and four-year plan, Activity Plan, QUAR, Quality Management (Quality Plan)	1	See List of Indicators
	Higher Education	Education	President of IST / Vice-President for Academic Affairs / President of the Pedagogical Council	Creation, review and cancellation of Educational offer	2	
				Assessment of Education activities	3	
				Recruitment and admission	4	
				Degrees and titles	5	
				Inclusion and equality	6	
	R&DI	Research	President of IST / President of Scientific Board	Assessment of research activities	7	
	Technology Transfer	Technology Transfer	President of IST / Vice-President for Entrepreneuship and Busienss Links	Scientific dissemination	8	
				Technology and Knowledge Transfer	9	
	Crosscutting areas	Internatinalisation	President of IST / Vice-President for International Affairs	Agreements and protocols	10	
				Mobility	11	
		Communication	Vice-President for Communication and Image / Vice-President for the Taguspark Campus / Vice-President the Sacavém Campus	Internal Communication	12	
				External Communication	13	
		Multipolar Functioning		Multipolar functioning	14	
		Funding	President of IST	Budgetary and financial information	15	

Table header: **Instituto Superior Técnico**

Instituto Superior Técnico					
Focus Areas	Macro Processes		Subprocesses		Indicators
	Designation	Person-in-Charge	Designation	No.	Proposal
Support and Resources		Vice-President for Financial Management	Sustainability	16	
	Human Capital	Vice-President for Administrative Management	Human Resource management	17	
	Information Technologies	Vice-President for Information and Communication Technologies	Information Technology service management	18	
	Infrastructure		Educational infrastructure management	19	
		Vice-President for Facilities and Equipment	Service and support infrastructure management	20	
			Documentary management	21	
	Processes and Quality	Quality Management Board	Consolidation and dissemination of Best Practices	22	
			Internal and external audits	23	
			Continuous improvement activities	24	

Annex 2 – Indicators (Part 2)

Macro process	Name	Subprocess	Description
Governance	Objective Achievement Rate	1	Objective Achievement Rate (QUAR)
Higher Education	% of accredited programmes by A3ES	2	No. of accredited programmes /No. of programmes submitted to accreditation *100
Higher Education	No. of ECTS offered under non-degree programmes	2	No. of ECTS offered under non-degree programmes
Higher Education	No. of active Programmes (1st, 2nd and 3rd Cycles)	2	No. of active programmes (1st, 2nd and 3rd cycles), with students enrolled and/or graduates
Higher Education	No. of Thesis per FTE Teacher	3	No. of MSc and PhD Thesis /No. of FTE Teachers
Higher Education	Minimum score in upper Quartile of the comparability tables (1st, 2nd and 3rd Cycles)	3	Minimum score in the comparability table for classification A
Higher Education	No. of enrolled students (1st, 2nd and 3rd Cycles)	4	No. of enrolled students (1st, 2nd and 3rd Cycles)
Higher Education	Seriation score per 1st cycle programme	4	Seriation score per 1st cycle programme
Higher Education/ Technology Transfer	No. of graduates (1st, 2nd, 3rd Cycles)	5	No. of graduates (1st, 2nd, 3rd Cycles)
Higher Education	% of part-time students	6	No. of part-time students /Total students *100
Higher Education	% scholarship student	6	No. of scholarship students/Total students*100
Higher Education	% of student workers	6	No. of student workers /Total students*100
Higher Education	% of displaced students (from official residence)	6	No. of displaced students/Total students*100
Higher Education	% of students with special educational needs (SEN)	6	No. of students with SEN /Total *100
Higher Education	% of student-athletes	6	No. of student-athletes /Total students *100
Higher Education	% student women	6	N.º student women/Total students*100
Higher Education/Internationalisation	Double degree programmes	2 and 10	No. of Double Degree Programmes
Higher Education/Internationalisation	% of international students	4 and 11	No. of students other than Portuguese students /Total students*100
Higher Education/Communication	1st option candidates/No. of vacancies per 1st cycle programme ratio	4 and 14	1st option candidates/No. of vacancies per 1st cycle programme ratio
Higher Education/Communication	Occupancy rate (1st, 2nd, 3rd Cycles)	4 and 14	No. of occupancy vacancies /No. of available vacancies
Higher Education/Processes and Quality	No. of programmes with public information on academic success and employability indicators	3, 12, 13 and 24	No. of public information on academic success and employability indicators in IST R3A
Higher Education/Processes and Quality	Dropout rate	3 and 24	Ratio between the number of students that do not enrol in courses in 2 consecutive semesters of the same academic year and the

Macro process	Name	Subprocess	Description
			number of students enrolled in the previous academic year (without diploma)
Higher Education/Processes and Quality	Survival rate	3 and 24	Ratio between the number of graduate students during expected number of years for course completion and the total number of graduates
Higher Education/Processes and Quality	Average time for programme completion (D, L, M, MI)	3 and 24	Average value of the number of enrolment years until course completion
RD&I	% of eligible PhDs in Research Unit rated 'Very Good' or 'Excellent'	7	No. eligible PhDs in Research Units rated 'Very Good' and 'Excellent' /Total eligible PhDs *100
RD&I	Citations per paper (papers over the last 5 years measured in n+1)	7	No. of citations of papers in the WoS/No. of papers in the WoS
RD&I	HCP (Highly Cited Papers)	7	Highly cited papers in the WoS
RD&I	H-index (papers over the last 5 years measured in n+1)	7	No. of publications with at least h citations
RD&I	No. of Research Units and Institutes	7	No. research units/institutes
RD&I	Scientific Output per eligible PhD	7 and 8	No. of publications /No. of eligible PhDs
RD&I	Scientific output: Papers, Proceedings Papers and others	7 and 8	No. of Publications in the WoS
RD&I	No. active R&D projects	7 and 9	No. of active R&D projects
RD&I	No. of initiated R&D projects	7 and 9	No. of initiated R&D projects
RD&I	No. of Service provision projects	7 and 9	No. of service provision projects
RD&I/Processes and Quality	% of Research Units rated 'Very Good' and 'Excellent'	7 and 24	No. of Research units rated 'Very Good' or 'Excellent' /Total Research Units*100
Technology Transfer	% of 2nd cycle graduates before graduation	9	% of answers to the question: "average time it takes to get 1st job " of the survey on the professional situation of 2nd cycle graduates , concerning: "I got my 1st job before graduation " /Total answers to the question
Technology Transfer	% of 2nd cycle graduates up to 6 months after completion of the study cycle	9	Accumulated % of answers to the question "average time it takes to get 1st job " of the survey on the professional situation of 2nd cycle graduates , concerning: " I got my 1st job before graduation "; "until 1 month after graduation"; "from 1 to 3 months after graduation" and "from 3 to 6 months after graduation" / Total answers to the question
Technology Transfer	% of theses developed with supervisors affiliated with industry	9	Counting of dissertations evaluated at IST with, at least, one supervisor attached to ta company
Technology Transfer	No. of new companies of the spin-off community	9	No. of new companies of the spin-off community
Technology Transfer	No. of patents filed	9	No. of patents filed

Macro process	Name	Subprocess	Description
Technology Transfer	No. of Patents awarded	8 and 9	No. of Patents Awarded
Technology Transfer/Higher Education/Processes and Quality	Average satisfaction of employers with IST graduates	3, 9 and 24	Average satisfaction of employers with IST graduates in the IST Graduate Employer Survey
Technology Transfer/Higher Education/Processes and Quality	Satisfaction of IST graduates (% Satisfied and Very Satisfied)	3, 9 and 24	Satisfied and Very Satisfied Graduates (2nd cycle recent graduate professional situation survey)/Total Graduates*100
Internationalisation	No. of International Protocols	10	No. of International Protocols
Internationalisation	% of faculty attending mobility programmes	11	No. of faculty attending mobility programmes /Total Faculty
Internationalisation	% of international faculty	11	No. of non-Portuguese faculty members /Total faculty * 100
Internationalisation	% of incoming students	11	Nº of incoming students/Total students)*100
Internationalisation	% of outgoing students	11	No. of outgoing students/Total students)*100
Internationalisation	% of students under the international student statute	11	No. of students under the international student statute /total students*100
Communication	No. of visits and fairs	13	No. of visits and fairs
Communication	No. of national protocols	12 and 13	No. of national protocols
Multipolar Functioning	No. of passengers	14	Counting of annual passengers in bus trips (Alameda-Tagus/Tagus-Alameda)
Multipolar Functioning	No. of service intercampus meetings	12 and 14	No. of service intercampus meetings
Funding	Total budget	15	Total budget
Funding	% of Own revenue	15 and 16	Own revenue/total revenue*100
Funding	Expenses with staff/State Budget	15 and 16	Expenses with staff/State Budget
Funding/Human Capital	Annual Funding per Eligible PhD	15 and 17	Annual Funding /Eligible PhD
Funding/RD&I	% of Research revenue	7, 15 and 16	Research revenue/total revenue*100
Funding/RD&I	Revenue from projects (assets)	7, 15 and 16	Revenue from projects (assets)
Funding/RD&I	Revenue from service provision projects	7, 15 and 16	Revenue from service provision projects
Funding/Processes and Quality	Average payment time to suppliers (days)	15 and 24	Average payment time to suppliers = (Suppliers / Purchases) x 360
Human Capital	% of FTE PhD Faculty	17	FTE PhD Faculty /Total FTE Faculty
Human Capital	% of female teachers	17	No. of female teachers/No. of faculty*100
Human Capital	% of female researchers	17	No. of female researchers /No. of researchers *100

Macro process	Name	Subprocess	Description
Human Capital	% of female technicians, administrative staff and computer experts	17	No. of female technicians, administrative staff and computer experts /No. of technicians, administrative staff and computer experts *100
Human Capital	Average age of faculty members	17	Average age of faculty members
Human Capital	Average age of researchers	17	Average age of researchers
Human Capital	Average age of technicians, administrative staff and computer experts	17	Average age of technicians, administrative staff and computer experts
Human Capital	No. of FTE faculty	17	No. of FTE faculty
Human Capital	No. of FTE researchers	17	No. of FTE researchers
Human Capital	No. of technicians and administrative staff	17	No. of technicians and administrative staff
Human Capital	Technician and administrative staff /FTE Faculty ratio	17	Technician and administrative staff /FTE Faculty ratio
Human Capital	No. of accidents at work	17	No. of accidents at work
Human Capital/Higher Education	Student/FTE faculty ratio	3 and 17	Student/FTE faculty ratio
Human Capital/Higher Education	Student/FTE technician and administrative staff ratio	3 and 17	Student/FTE technician and administrative staff ratio
Human Capital/Internationalisation	% of foreign researchers	11 and 17	No. of non-Portuguese researchers /Total researchers
Human Capital/Internationalisation	% of non-teaching staff attending mobility programmes	11 and 17	No. of non-teaching staff attending mobility programmes/Total non-teaching staff
Infrastructure	Teaching infrastructure	19	Infrastructure/Education
Infrastructure	Student/m2 ratio	19	Student/m2 ratio
Infrastructure	Infrastructure for sports/leisure/social support (medical facilities)	20	Infrastructure for sports/leisure/social support (medical facilities)
Infrastructure	Infrastructure for services, offices, workshops, warehouses, among others	20	Infrastructure for services, offices, workshops, warehouses, among others
Infrastructure	No. of beds offered in student residences	20	No. of beds offered in student residences
Infrastructure	No. of cafeterias/canteens/snack bars	20	No. of cafeterias/canteens/snack bars
Infrastructure	Library: No. of databases	21	Library: No. of databases
Infrastructure	Library: No. of website views	21	Library: No. of website views
Processes and Quality	No. of best practices recognised by the ObservIST	22	No. of best practices recognised by the ObservIST
Processes and Quality	No. of external audits	23	Annual counting of the number of external audits to IST services/processes

Macro process	Name	Subprocess	Description
Processes and Quality	No. of internal audits	23	Monitoring effectiveness of the internal audit process to IST services/processes
Processes and Quality	% of answers to complaints under the SUGERIST	24	Ratio between the number of responses to complaints submitted to SUGERIST and the number of complaints submitted to SUGERIST
Processes and Quality	No. of contributions in SUGERIST	24	Counting of the annual number of contributions to the SUGERIST. 'Contribution' means any Complaint, Suggestion and/or Praise dealt with (entries deemed null or inadequate are excluded)
Processes and Quality	Position of IST in international rankings	24	Position of ULisboa (Portugal, Europe, World) in the areas of action of IST in the major ranking sources
Processes and Quality/Higher Education	% of courses audited in QUC	3 and 23	Ratio between the number of courses for audit under the QUC process and the number of courses assessed under the QUC process
Processes and Quality/Higher Education	% of faculty member identified as FPPI	3 and 24	Ratio between the number of faculty members identified as FPPI (Faculty with Pedagogical Performance to be Improved) and the number of faculty members assessed under the QUC process
Processes and Quality/Human Capital	No. of training hours per member of staff	17 and 24	No. of training hours/ No. of staff ratio
Information Technologies	No. of functionalities of FENIX	18	Fenix code size (No. of functionalities)
Information Technologies/Processes and Quality	Satisfaction rate of final-year students with the Department's website	18 and 24	Satisfaction rate measured in the Educational Path Survey, on a 1-5 scale
Information Technologies/Processes and Quality	Satisfaction rate of final-year students with the IST's website	18 and 24	Satisfaction rate measured in the Educational Path Survey, on a 1-5 scale

Annex 3 – SIQuIST Selfassessment Guide and Framework

1. Policy for quality assurance

Reference 1 – Policy for quality assurance and pursuit of quality objectives: The institution has consolidated a quality culture supported by a quality policy and by quality objectives, which are formally defined and publically available
For this purpose, the institution prepared, formally approved and made public documentation that expresses the institutional policy and objectives for quality, including, namely:

1.1. The institutional strategy for quality enhancement, translated into the pursuit of certain quality objectives, as an integral part of the overall strategic management of the institution and a contribution to accountability;	**Responsible Bodies or Services:** • School Assembly (CE) • Faculty Assembly (AE) • Advisory Council • IST President • Governing Board (CG) • IST Council for Quality Assurance (CGQ) • ULisboa Quality Assurance Council • Scientific Council (CC) • Pedagogic Council (CP) • Strategic Plan Follow-up Committee (CAPE) **Documents and/or related activities:** • IST Statutes • IST Strategic Plan • IST Activities Plan • IST Activity Report • Plan and Risk Prevention Management Report, including Risks of Corruption and Infraction (PPRCIC) • IST Report of Auditors (included in the IST Activity Report) • IST Quality Plan (PQ) • IST Quality Plan Annex • Evaluation and Accountability Framework (QUAR) • IST Quality Manual • SIQuIST Self-Assessment (2017) (Mapping of Quality Mechanisms used in every IST's Strategic Process and SIQuIST's Self-Assessment) • Follow up of SIQuIST (Report)

Reference 1 – Policy for quality assurance and pursuit of quality objectives:

The institution has consolidated a quality culture supported by a quality policy and by quality objectives, which are formally defined and publically available

For this purpose, the institution prepared, formally approved and made public documentation that expresses the institutional policy and objectives for quality, including, namely:

1.2. The organization of the quality assurance system, pointing out the responsibilities of the different bodies and services in this field;	**Responsible Bodies or Services:** • Evaluation Coordination Council (CCA) • Coordinating Council for Teacher Evaluation (CCDA) • IST Council for Quality Assurance (CGQ) • ULisboa Quality Assurance Council • Strategic Plan Follow-up Committee (CAPE) • Institutional Studies, Planning and Quality Area (AEPQ) • Quality and Internal Audit (AQAI) **Documents and/or related activities:** • SIQuIST's Regulation • Regulation of the Integrated Quality Management System of the ULisboa • IST Activities Plan • IST Quality Plan (PQ) • IST Quality Plan Annex • IST Quality Manual • SIQUIST Self-Assessment (2017)
1.3. The forms of involvement and responsibilities of students and other (internal and external) stakeholders in quality assurance processes	**Responsible Bodies or Services:** • IST Council for Quality Assurance (CGQ) • School Assembly (CE) • Faculty Assembly (AE) • Advisory Council (CC) • Scientific Council (CC) • Pedagogic Council (CP) • Commission for Curricular Units Quality (★QUC) (Standing Committee) • Research and Education Assessment Council (CAIE), period 2013-2016 • Technology Transfer Office (TT) • Students' Union at IST (AEIST) • Institutional Studies, Planning and Quality Area (AEPQ) • Quality and Internal Audit (AQAI) **Documents and/or related activities:** • Corporate Partnerships (Link to Society and IST's Partner Network) • IST Quality Manual

Reference 1 – Policy for quality assurance and pursuit of quality objectives:

The institution has consolidated a quality culture supported by a quality policy and by quality objectives, which are formally defined and publically available

For this purpose, the institution prepared, formally approved and made public documentation that expresses the institutional policy and objectives for quality, including, namely:

	★ QUC
	• Observatories: ★ OEIST – IST Graduate Employability Observatory, ObservIST – IST Best Practices Observatory, IST Rankings Observatory
	(!) Regulation of the preparation, application, analysis and dissemination of surveys' results at IST
	• Research and Education Assessment Regulation (RAAIE)
1.4. Ways of ensuring academic integrity and surveillance against academic fraud and against all forms of intolerance or discrimination against students or teaching and non-teaching staff;	**Responsible Bodies or Services:** • Coordinating Council for Teacher Evaluation • Committee for Education Ethical Issues (Standing Committee) • Scientific Council (CC) • Pedagogic Council (CP) • Academic Development Unit (NDA) • Quality and Internal Audit (AQAI) **Documents and/or related activities:** • Code of Conduct and Best practices of ULisboa • Rights and Guarantees Charter • Student Disciplinary Regulations • Committee for Education Ethical Issues (reference terms) CP • Ethics for Students - NDA course • Ethics for Academics - NDA course • Software Plagiarism Detection • Diversity and Gender Equality at IST (activities /promotion actions) • IST Ethics Committee • SugerIST • Internal Audit /Procedures (AQAI)

Reference 1 – Policy for quality assurance and pursuit of quality objectives:

The institution has consolidated a quality culture supported by a quality policy and by quality objectives, which are formally defined and publically available

For this purpose, the institution prepared, formally approved and made public documentation that expresses the institutional policy and objectives for quality, including, namely:

1.5. The way of implementing, monitoring and reviewing the quality policy and its translation into an effective internal quality assurance system	**Responsible Bodies or Services:** • IST Council for Quality Assurance (CGQ) • Strategic Plan Follow-up Committee (CAPE) • Institutional Studies, Planning and Quality Area (AEPQ) • Quality and Internal Audit (AQAI) • Coordinating Council for Teacher Evaluation **Documents and/or related activities:** • SIQuIST Regulation • Internal Audit /Procedures (AQAI), reports and recommendations • Monitoring IST Quality Plan (PQ) • Indicators (Indicators and Results Data Base) • SIQuIST Follow up Report • Annual Self-Assessment SIQuIST Report • SIQuIST Self-Assessment within the scope of A3ES reference framework 2016 • SIQUIST Self-Assessment (2017) • Monitoring of IST's Strategic Plan (CAPE) • IST Activity Plans and Reports • IST Quality Manual • Report of the Research and Education Assessment Council (CAIE) period of coverage 2013-2016 • IST's Services Procedures Manual

I.

2. Quality assurance in the nuclear processes of the institutional mission

Reference 2 –Design and approval of programmes:

The institution has processes for the design and approval of its educational offer, ensuring that study programmes are designed and structured so that they can achieve the objectives set for them, namely the intended learning outcomes. The qualification achieved in each programme, as well as the corresponding level in the national and European higher education qualifications frameworks, are clearly specified and publicised.

With this objective, the institution promoted the definition of procedures to ensure that its study programmes:

2.1. Are designed on the basis of overall objectives aligned with the institutional strategy for its educational provision and explicitly define the learning outcomes (knowledge, skills and competences) to be achieved;	**Responsible Bodies or Services:** • School Assembly (CE) • Governing Board (CG) • Scientific Council (CC) • Pedagogic Council (CP) • IST Academic Units and Scientific Committees • Academic Services (DA) **Documents and/or related activities:** • IST Statutes • IST Strategic Plan • Scientific Council (CC) with defined procedures of accreditation of new study cycles • Pedagogic Council (CP) with defined procedures
2.2. Involve students and other stakeholders in their design;	**Responsible Bodies or Services:** • School Assembly (CE) • Pedagogic Council (CP) • Commission for Curricular Units Quality (★QUC) (Standing Committee) • Education and Pedagogical IST Model Review Committee (CAMEPP) **Documents and/or related activities:** • Procedures of Accreditation of New Study Cycles (Scientific Council (CC))
2.3. Benefit from external expertise and references;	**Responsible Bodies or Services:** • Advisory Council (CCons.) • Scientific Council (CC) • IST Academic Units and Scientific Committees • Research Centers and Associated Research Centers • Technology Transfer Office (TT) • IST Student's Union(AEIST)

Reference 2 –Design and approval of programmes:

The institution has processes for the design and approval of its educational offer, ensuring that study programmes are designed and structured so that they can achieve the objectives set for them, namely the intended learning outcomes. The qualification achieved in each programme, as well as the corresponding level in the national and European higher education qualifications frameworks, are clearly specified and publicised.

With this objective, the institution promoted the definition of procedures to ensure that its study programmes:

	Documents and/or related activities: • Procedures of Accreditation of New Study Cycles (Scientific Council) • Corporate Partnerships (Link to Society and IST's Partner Network)
2.4. Are designed to allow a normal student progression;	**Responsible Bodies or Services:** • Scientific Council (CC) • Pedagogic Council (CP) • Commission for Curricular Units Quality (★QUC) (Standing Committee) • Pedagogical Course Commissions • Academic Services (DA) **Documents and/or related activities:** • Academic Guide • Procedures of Accreditation of New Study Cycles (Scientific Council) • Delegates Training Programme • ★QUC
2.5. Define the expected workload of the students, in ECTS;	**Responsible Bodies or Services:** • Scientific Council (CC) • Pedagogic Council (CP) • IST Academic Units and Scientific Committees • Pedagogical Course Commissions • Academic Services (DA) • Institutional Studies, Planning and Quality Area (AEPQ) • Commission for Curricular Units Quality (★QUC) (Standing Committee) **Documents and/or related activities:** • Explanation of the ECTS credit system (Formula used to estimate ECTS): webpage ★QUC • FAQ from Academic Services • Curricular Plans of IST Study Cycles • Study NEP/AEPQ (★QUC - Quality Assurance System of the Course Units) • Delegates Training Programme

Reference 2 –Design and approval of programmes:

The institution has processes for the design and approval of its educational offer, ensuring that study programmes are designed and structured so that they can achieve the objectives set for them, namely the intended learning outcomes. The qualification achieved in each programme, as well as the corresponding level in the national and European higher education qualifications frameworks, are clearly specified and publicised.

With this objective, the institution promoted the definition of procedures to ensure that its study programmes:

	• Procedures of Accreditation of New Study Cycles (Scientific Council (CC))

2.6. Include well-structured opportunities for professional experience in the corresponding education and training area, where appropriate;	**Responsible Bodies or Services:**
	• Scientific Council (CC)
	• Academic Services (DA)
	• Technology Transfer Office (TT)
	• Institutional Studies, Planning and Quality Area (AEPQ)
	
	Documents and/or related activities
	TT promotes various career development initiatives and employability:
	  ★ IST Career Discovery (IST Career Sessions, IST Career Scholarships, IST Career Workshops, IST Career Weeks,
	  • Jobshop/AEIST,
	  • IST Job Bank.
	  • Talents@Técnico (IST Recruitment of Young Talents Programme)
	  (!) Survey IST graduates' employers
	Other related activities, namely:
	• Internships Abroad
	• Summer Internships
	• IST Summer Internships
	• Inside View/BEST Lisbon
	• Course curriculum integrated Internships (check Courses offer)
	• Business Environment Dissertations Study (AEPQ study)

2.7. Are subject to a formal institutional process of final approval.	**Responsible Bodies or Services:** • School Assembly (CE) • Governing Board (CG) • Scientific Council (CC)

Reference 2 –Design and approval of programmes:

The institution has processes for the design and approval of its educational offer, ensuring that study programmes are designed and structured so that they can achieve the objectives set for them, namely the intended learning outcomes. The qualification achieved in each programme, as well as the corresponding level in the national and European higher education qualifications frameworks, are clearly specified and publicised.

With this objective, the institution promoted the definition of procedures to ensure that its study programmes:

	• Pedagogic Council (CP) **Documents and/or related activities:** • Accreditation Procedures for New Study Cycles (Scientific Council (CC))

Reference 2 –*Design and approval of programmes*:

The institution has processes for the design and approval of its educational offer, ensuring that study programmes are designed and structured so that they can achieve the objectives set for them, namely the intended learning outcomes. The qualification achieved in each programme, as well as the corresponding level in the national and European higher education qualifications frameworks, are clearly specified and publicised.

In designing its courses, the institution also takes into account the purposes of higher education defined by the Council of Europe in Recommendation Rec (2007)6 on public accountability in higher education and research, in particular:

| 2.8. Contribution to employability; | **Responsible Bodies or Services:**
• Scientific Council (CC)
• Technology Transfer Office (TT)
• Institutional Studies, Planning and Quality Area (AEPQ)

Documents and/or related activities:
• IST Courses offer is characterized by a diverse array of 1st, 2nd and 3rd cycle courses that seek to satisfy the training needs posed by the changing demands of an increasingly volatile market, investing in continuous training.
• IST has had, over the years, the ability to innovate notably, through the development of new technologies that contribute to add value to the economy.
• In this sense, one must look to the postgraduate training as a field of experimentation and development of processes of technological innovation and scientific research. IST has had a leading role in this area, standing out from other higher education institutions.
• TT promotes several career development initiatives and promotes employability:

    • Jobshop/AEIST,

    • IST Job Bank.

    • Talents@Técnico

    ★ Career Discovery@Técnico

★ IST Graduate Employability Observatory (OEIST) aims to ensure regular observation mechanisms of IST graduates in terms of employment and promote employability through systematization, analysis and dissemination of information, directly or indirectly related to the integration of graduates into professional life.

(!) Monitoring system for IST Graduates Professional Status (1st cycle, 2nd cycle,, newly graduates and 3rd cycle Graduates) Educational Path and Employers Survey.

• Técnico+ |

2.9. Preparation for active citizenship;
 	
;
	Responsible Bodies or Services:
	
	• School Assembly (CE)
	
	• Scientific Council (CC)
	
	• Pedagogic Council (CP)
	
	• Coordination/Study Cycles Coordinators
	
	• Technology Transfer Office (TT)
	
	• Academic Services (DA)
	
	• Academic Development Unit (NDA)
	
	• The Student Support Unit (NAPE)
	
	Documents and/or related activities:
	
	★Tutoring (Programme) and ★Mentoring Programme
	
	★MEGM Mentoring
	
	• SKILLS Factory (NAPE)
	
	• Delegates Training Programme
	
	• Formations and Students' workshops (NDA):
	    General Formations
	
	        Ethics for Students
	
	        Microsoft PowerPoint for Students
	
	        Microsoft Word Advanced for Students
	
	        Microsoft Excel Advanced for Students
	
	        Communicate in Public
	
	        Time management
	
	        Teamwork
	
	        Written expression
	    Specific Formations
	
	        From Good to Excellent
	
	        To Prescribe Prescription
	
	        Orientation Day for Delegates
	
	  • Regulation for Support to Students with Special Educational Needs (NEE)
	
	  • Extracurricular Activities
	
	  • Code of Conduct and Best practices of ULisboa
	
	• Técnico+

Reference 2 –*Design and approval of programmes*:

The institution has processes for the design and approval of its educational offer, ensuring that study programmes are designed and structured so that they can achieve the objectives set for them, namely the intended learning outcomes. The qualification achieved in each programme, as well as the corresponding level in the national and European higher education qualifications frameworks, are clearly specified and publicised.

In designing its courses, the institution also takes into account the purposes of higher education defined by the Council of Europe in Recommendation Rec (2007)6 on public accountability in higher education and research, in particular:

2.10. Support for students' personal development;	**Responsible Bodies or Services:** • Governing Board (CG) • Scientific Council (CC) • Technology Transfer Office (TT) • Academic Services (DA) • Academic Development Unit (NDA) • IST International Affairs (AAI) • The Student Support Unit (NAPE) • IST Students' Union (AEIST) • Health Services **Documents and/or related activities:** IST Governing Board (CG) grants support, financial or otherwise, to students extracurricular activities. Support intends extracurricular activities promoted by IST Student Units and with recognized relevance in student training. Support aims at the Student Units activities, such as cultural and scientific dissemination activities, aimed at IST students and recognized as extracurricular activities with relevance in Civics, cultural, revealing a technical and scientific approach of their audience. ORDER No. 4356/2016. ★Career Discovery @ Técnico ★Tutoring (Programme) and ★ Mentoring Programme ★MEGM Mentoring ★Master Dissertation –Challenge Accepted? • Formations and Students' workshops (NDA): (include, amongst others) Promotion and development of Soft Skills and Curricular Unit Portfolio ★LEIC Bootcamp •Activities promoted by the IST Students' Union (AEIST) • Alumni Events (Técnico Alumni Network) • SKILLS Factory (NAPE) ★ Técnico Ambassadors • Delegates Training Programme

Reference 2 –*Design and approval of programmes*:

The institution has processes for the design and approval of its educational offer, ensuring that study programmes are designed and structured so that they can achieve the objectives set for them, namely the intended learning outcomes. The qualification achieved in each programme, as well as the corresponding level in the national and European higher education qualifications frameworks, are clearly specified and publicised.

In designing its courses, the institution also takes into account the purposes of higher education defined by the Council of Europe in Recommendation Rec (2007)6 on public accountability in higher education and research, in particular:

	• Técnico+
2.11. The creation of a comprehensive and advanced knowledge base to stimulate research and innovation .	**Responsible Bodies or Services:** • Scientific Council (CC) • IST Academic Units and scientific committees • Research Centers and Associated Research Centers • Technology Transfer Office (TT) • Projects Division (DP) • IST-ID **Documents and/or related activities:**

Reference 2 –*Design and approval of programmes*:

The institution has processes for the design and approval of its educational offer, ensuring that study programmes are designed and structured so that they can achieve the objectives set for them, namely the intended learning outcomes. The qualification achieved in each programme, as well as the corresponding level in the national and European higher education qualifications frameworks, are clearly specified and publicised.

In designing its courses, the institution also takes into account the purposes of higher education defined by the Council of Europe in Recommendation Rec (2007)6 on public accountability in higher education and research, in particular:

	Research and Development (R&D) activities assume a strategic role in interdisciplinary and cross-cutting areas in various fields of architecture, engineering, science and technology, with a relevant impact on society ((IST Research & Innovation).
	
	TT -Innovation and Entrepreneurship:
	
	   • Create your own company based in knowledge and technologies developed at IST
	   • IST Available Support
	   • Spin-Off® IST Community
	   • TecInnov
	   • Events
	• Intellectual Property Regulation of IST
	• Técnico+
	• Optional Entrepreneurship Curricular Units

Reference 3 – Student-centred learning, teaching and assessment

The institution adopts appropriate procedures to ensure that the programmes are delivered in a way that favours an active role of the student in creating the learning process, as well as student assessment processes that are consonant with this approach.

For the achievement of this objective, the institution promotes learning environments able to:

| 3.1. Respect and attend to the diversity of students and their needs, allowing flexible learning paths; | **Responsible Bodies or Services:**

• Scientific Council (CC)

• Pedagogic Council (CP)

• Commission for New Teaching Methodologies (Standing Committee)

• Commission for Curricular Units Quality (★QUC) (Standing Committee)

• Academic Services (DA)

• Academic Development Unit (NDA)

• IST International Affairs (AAI)

• Technology Transfer Office (TT)

• The Student Support Unit (NAPE)

Documents and/or related activities:

★Tutoring (Programme)

• Delegates Training Programme

• BRAC – Academic Performance - aims to identify and support students who, in their first IST years, show academic results below standard expectations.

• ULisboa Regulation for Students with Special Educational Needs (NEE)

★QUC

• AAI: Support incoming and outgoing students; Organises events such as, :International Day (usually in October), Welcome Session for Foreign Students; Tutoring Support for Foreign Students (PALOP)

• Survival Guide

• *Orientation Week*

• Study Scholarships

• Merit Scholarships, Diplomas and Prizes at IST

• Regulation for Selecting Support Candidates aimed at Students who wish to keep studying at IST (ACE-IST)

★Workshops (Architecture) of international exchange

★Career Discovery@Técnico |

Reference 3 – Student-centred learning, teaching and assessment

The institution adopts appropriate procedures to ensure that the programmes are delivered in a way that favours an active role of the student in creating the learning process, as well as student assessment processes that are consonant with this approach.

3.2. Consider and use different teaching and learning methods, in accordance with students' needs and the learning objectives;	**Responsible Bodies or Services:** • Scientific Council (CC) • Pedagogic Council (CP) • Commission for New Teaching Methodologies (Standing Committee) • Commission for Curricular Units Quality (★QUC) (Standing Committee) • Academic Services (DA) • Academic Development Unit (NDA) • Institutional Studies, Planning and Quality Area (AEPQ) **Documents and/or related activities:** ★Study and analysis of the Pedagogical practices (Watch and Learn Project and Support to Observation Manual) • NDA Communication Teaching Practices at IST: contributions to the elaboration of a Handbook of Best Practices • Pedagogical Practices at IST: in the ★QUC website, at the "Teaching Resources" separator, one can find studies regarding IST Teaching Practices, interviews to professors who excelled in their profession, 1st and 2nd series, and a collection of articles on Pedagogy and Best Practices, compiled by the NDA team. • Delegates Training Programme ★Pedagogical Innovation Projects (PIP) 2018 - Pedagogic Council ★MOOC Técnico ★Master Dissertation – Challenge Accepted? ★Kahoot Class Implementation ★MOOC Courses IST at *flipped-classroom* ★E-BOOK: Cultural Heritage: concepts and fundamental criteria ★Horizontal integration of a Curricular Unit from the basics in Computing and Programming and the Integrated Master Degree in Chemical Engineering Introductory Curricular Unit ★Aerospace II Seminar: an example of a 1st cycle Curricular Unit continuous development ★Workshops (Architecture) of international exchange • Workshop from GOOD to EXCELLENT (DBE)

Reference 3 – Student-centred learning, teaching and assessment

The institution adopts appropriate procedures to ensure that the programmes are delivered in a way that favours an active role of the student in creating the learning process, as well as student assessment processes that are consonant with this approach.

3.3. Evaluate and adjust teaching and learning methods regularly;	**Responsible Bodies or Services:** • Scientific Council (CC) • Pedagogic Council (CP) • Academic Success Commission (Standing Committee) • Pedagogical Course Commissions • Education and Pedagogical IST Model Review Committee (CAMEPP) • Research and Education Assessment Council (CAIE), period 2013-2016 • Coordination/Study Cycle Coordinators • Commission for Curricular Units Quality (★QUC) (Standing Committee) • Academic Success Commission (Standing Committee) • Institutional Studies, Planning and Quality Area (AEPQ) **Documents and/or related activities:** ★QUC) – Course Unit Quality System (includes classes audits and professor performance audits) Regulated since 1998 by IST's Pedagogic Council, but operating since 1993, the Course Unit Quality System answered several intern and extern requests to evaluate and monitor academic activities. In 2007, with the Bologna Process and an international set of restrains, a review and evaluation of the teaching and learning methodology was conducted, which drove to the Integrated Quality Management System – SIQuIST (IST Integrated Quality Management System). **Meetings** IST Academic Units **and Course Delegates** • Delegates Training Programme ★Projects: Watch and Learn Thus, guidelines were defined to construct a new (Sub) Course Unit Quality assurance System of IST curricular units, (★QUC)), which provides a bi-annual evaluation of each of the IST courses curricular units (CU), with the following main objectives: monitoring the functioning of each CU regarding its established curricular plans of the courses offered by IST; promoting the continuous teaching, learning, assessment and engaging process development. all information and documents regarding the Course Unit Quality (★QUC)) may be found in the webpage ★Pedagogical Innovation Projects (PIP) 2018 (Pedagogic Council) ★Master Dissertation – Challenge Accepted? ★Kahoot - Class Implementation ★At the end of each semester, elaboration of a semester student performance evaluation Report about LEIC students. The analysis contemplates the admitance year at IST.

Reference 3 – Student-centred learning, teaching and assessment

The institution adopts appropriate procedures to ensure that the programmes are delivered in a way that favours an active role of the student in creating the learning process, as well as student assessment processes that are consonant with this approach.

3.4. Encourages a sense of autonomy in the student, while ensuring adequate guidance and support from the teacher;	**Responsible Bodies or Services:** • Scientific Council (CC) • Pedagogic Council (CP) • IST Academic Units and scientific Committees • Academic Services (DA) • Commission for Curricular Units Quality (★QUC) (Standing Committee) • Academic Development Unit (NDA) **Documents and/or related activities:** ★Tutoring (Programme) • Teaching Practices at IST: contributions to the elaboration of a Handbook of Best Practices (explicit by ★QUC) the students' engagement). • Training promoted by ULisboa Rectory. ULisboa, being aware of the need to provide opportunities for discussion and pedagogical training to their professors, promotes a set of training actions with the purpose of developing pedagogical knowledge and skills. • Teachers in need of developing their pedagogical activity Training Programme (DDPM) (included in the regulation review QUC - QUC 2.04) • Delegates Training Programme ★Project "Watch and Learn" and Support Observation Manual • Pedagogical Journeys • Weekly Tracking Tool (FAS) • Course: Formulate Learning Objectives • Regulation of IST Professors Service Provision ★Master Dissertation – Challenge Accepted? ★LEIC Bootcamp ★ *MOOC Courses IST in flipped-classroom* ★PhD OPEN DAYS ★Workshops (Architecture) in international exchange

Reference 3 – Student-centred learning, teaching and assessment*:*

The institution adopts appropriate procedures to ensure that the programmes are delivered in a way that favours an active role of the student in creating the learning process, as well as student assessment processes that are consonant with this approach.

Considering the importance of assessment for the students' progression and their future careers, the institution has mechanisms to ensure that student assessment is carried out in accordance with previously defined and publicised criteria, standards and procedures, which are applied in a fair and consistent way, ensuring, in particular, that::

3.5. Promote mutual respect in the student-teacher relationship;	**Responsible Bodies or Services:** • Scientific Council (CC) • Pedagogic Council (CP) • Committee for Education Ethical Issues (Standing Committee) • Academic Services (DA) • The Student Support Unit (NDA) **Documents and/or related activities:** ★Tutoring (Programme) ★Shaping the future – Career Developing Programme for Teachers and Researchers • Development and Training Programme: Planning, Designing, Giving Feedback • Development and Training Programme: Planning, Designing, Giving Feedback • Delegates Training Programme • Training for Tutors and Teachers • Regulation of IST Professors Service Provision
3.6. Provide mechanisms for dealing with students' complaints;	**Responsible Bodies or Services:** • Pedagogic Council (Competencies) • Ulisboa Student Ombudsman • Academic Services (DA) • Institutional Studies, Planning and Quality Area (AEPQ) • Commission for Curricular Units Quality (★QUC) (Standing Committee) • Teachers in need of developing their pedagogical activity Training Programme (DDPM) (included in the regulation review QUC - QUC 2.04) **Documents and/or related activities** ★QUC • Delegates Training Programme • SugerIST (includes the Yellow Book – Complaints book)

Reference 3 – Student-centred learning, teaching and assessment*:*

The institution adopts appropriate procedures to ensure that the programmes are delivered in a way that favours an active role of the student in creating the learning process, as well as student assessment processes that are consonant with this approach.

Considering the importance of assessment for the students' progression and their future careers, the institution has mechanisms to ensure that student assessment is carried out in accordance with previously defined and publicised criteria, standards and procedures, which are applied in a fair and consistent way, ensuring, in particular, that::

3.7. Assessors are familiar with existing testing and examination methods and processes and are supported in developing their own skills in this field;	**Responsible Bodies or Services:** • Scientific Council (CC) • Pedagogic Council (CP) • Pedagogical Course Commissions • Academic Services (DA) • The Student Support Unit (NDA) • Pedagogical Organization Office (GOP) **Documents and/or related activities:** • Regulation of Evaluation of Knowledge and Skills (CP) • Evaluations (Exams/Tests) ★Shaping the future - Career Developing Programme for Teachers and Researchers • Development and Training Programme: Planning, Designing, Giving Feedback • Development and Training Programme: Planning, Designing, Giving Feedback • Formações NDA para Tutores e Docentes • Guia Académico • Programa de Formação de Delegados
3.8. The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved and students receive feedback on their performance, associated, where appropriate, with advice on the learning process;	**Responsible Bodies or Services:** • Scientific Council (CC) • Pedagogic Council (CP) • Course Pedagogical Commissions • Academic Success Commission (Standing Committee) • Commission for Curricular Units Quality (★QUC) (Standing Committee) **Documents and/or related activities:** ★QUC - Course Unit Quality System • Regulation of Evaluation of Knowledge and Skills (CP) • Evaluations (Exams/Tests) Projects and Dissertations

Reference 3 – Student-centred learning, teaching and assessment*:*

The institution adopts appropriate procedures to ensure that the programmes are delivered in a way that favours an active role of the student in creating the learning process, as well as student assessment processes that are consonant with this approach.

Considering the importance of assessment for the students' progression and their future careers, the institution has mechanisms to ensure that student assessment is carried out in accordance with previously defined and publicised criteria, standards and procedures, which are applied in a fair and consistent way, ensuring, in particular, that::

	• Delegates Training Programme ★ Kahoot - Class Implementation • Evaluations (Exams/Tests) • Curricular Units Webpages • Self-Assessment Guide for Study Cycles (Accreditation A3ES)
3.9. Whenever possible, assessment is carried out by more than one examiner;	**Responsible Bodies or Services:** • Scientific Council (CC) • Pedagogic Council (CP) **Documents and/or related activities:** • Regulation of Evaluation of Knowledge and Skills (CP) • Evaluations (Exams/Tests)
3.10. Assessment regulations take into account mitigating circumstances;	**Responsible Bodies or Services:** • Scientific Council (CC) • Pedagogic Council (CP) • Commission for Curricular Units Quality (★ QUC) (Standing Committee) • Pedagogical Course Commissions **Documents and/or related activities:** • Regulation of Evaluation of Knowledge and Skills (CP) • Evaluations (Exams/Tests) • Delegates Training Programme • Academic Guide provides flexibility in mitigating circumstances
3.11. A formal procedure for students' appeals is in place	**Responsible Bodies or Services:** • Scientific Council (CC) • Pedagogic Council (CP) • Pedagogical Course Commissions (Serves as a first instance for conflict resolution of pedagogical nature) • Ulisboa Student Ombudsman

Reference 3 – Student-centred learning, teaching and assessment:

The institution adopts appropriate procedures to ensure that the programmes are delivered in a way that favours an active role of the student in creating the learning process, as well as student assessment processes that are consonant with this approach.

Considering the importance of assessment for the students' progression and their future careers, the institution has mechanisms to ensure that student assessment is carried out in accordance with previously defined and publicised criteria, standards and procedures, which are applied in a fair and consistent way, ensuring, in particular, that::

Documents and/or related activities:
• Regulation of Evaluation of Knowledge and Skills (CP)

• Evaluations (Exams/Tests)

• Delegates Training Programme

• Academic Guide

Reference 4 – Student admission, progression, recognition and certification:

The institution consistently applies pre-defined and published regulations covering all phases of the student "cycle life" (e.g. student admission, progression, recognition and certification).

In the scope of this standard, the institution takes into account, in particular, the following elements:

4.1. Access policies and admission procedures and criteria which are implemented in a consistent and transparent manner, including the provision of induction processes to the institution and to the study programme;	**Responsible Bodies or Services:** • Scientific Council (CC) • Pedagogic Council (CP) • Academic Services (DA) • The Student Support Unit (NDA) • IST International Affairs (AAI) • The Student Support Unit (NAPE) **Documents and/or related activities:** • Academic Guide and Academic Regulations (1st, 2nd and 3rd cycles) • Regulation of Access and Admission of International Students 1st, 2nd and 3rd IST cycles • Regulation of Admission to Higher Education (DGES) •Reception, Integration and monitoring, particularly, first-year students, international students, among other students admitted in IST for the first time, through the implementation of the ★Mentoring Programme
4.2. The conditions and support for students to progress normally in their academic careers;	**Responsible Bodies or Services:** • Scientific Council (CC) • Pedagogic Council (CP) • Academic Services (DA) • The Student Support Unit (NDA) • Pedagogical Course Commissions • Academic Success Commission (Standing Committee) • Technology Transfer Office (ATT) **Documents and/or related activities:** ★Tutoring (Programme) • BRAC • DBE (from Good to Excellent) ★IST Career Discovery (IST Career Sessions, IST Career Scholarships, IST Career Workshops, IST Career Weeks,
4.3. The establishment of processes and tools to collect, monitor and act on information on student progression;	**Responsible Bodies or Services:** • Scientific Council (CC) • Pedagogic Council (CP) • Academic Services (DA)

Reference 4 – Student admission, progression, recognition and certification:

The institution consistently applies pre-defined and published regulations covering all phases of the student "cycle life" (e.g. student admission, progression, recognition and certification).

In the scope of this standard, the institution takes into account, in particular, the following elements:

	• The Student Support Unit (NDA) • Commission for Curricular Units Quality (★QUC) (Standing Committee) • Institutional Studies, Planning and Quality Area (AEPQ) **Documents and/or related activities:** • R3A – Annual IST Courses Self-Assessment Reports ★ QUC - Course Unit Quality System • BRAC Academic Performance • DELTA: identification of students with abrupt decline in academic performance. • DBE : From Good to Excellent
4.4. The adoption of fair procedures for the recognition of qualifications, periods of study and prior learning, including informal and non-formal learning, in line with the principles of the 1997 Lisbon Convention on Equivalence of Periods of Higher Education Studies;	**Responsible Bodies or Services:** • Scientific Council (CC) • Pedagogic Council (CP) • Academic Services (DA) **Documents and/or related activities:** • Diploma Supplement • Regulation of Evaluation of Knowledge and Skills (CP) • Academic Guide
4.5. The adoption of sufficiently clear certification procedures regarding the learning outcomes achieved and the context, level, contents and status of completed studies, in particular by issuing the Diploma Supplement.	**Responsible Bodies or Services:** • Scientific Council (CC) • Pedagogic Council (CP) • Academic Services (DA) **Documents and/or related activities:** • Diploma Supplement

Reference 5 – On-going monitoring and periodic review of programmes:

The institution monitors and periodically reviews its programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews lead to continuous improvement of the programme. Any action planned or taken as a result are communicated to all those concerned.

The procedures to monitor, assess and review the study programmes include the evaluation of:

5.1. The content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date;	**Responsible Bodies or Services:** • School Assembly (CE) • Governing Board (CG) • Scientific Council (CC) • Pedagogic Council (CP) and Standing Commissions • IST Academic Units and Scientific Commissions • Coordination/Study Cycle Coordinators • Research Centers and associated Research Centers • Coordinating Council for Teacher Evaluation (non-Statutory Body) **Documents and/or related activities:** • Research and Innovation at IST ★RADIST ★PhD OPEN DAYS • Periodic Review of the Study Cycles (includes Self-Assessment Guides of the Study Cycles (Accreditation A3ES))
5.2. The changing needs of society;	**Responsible Bodies or Services:** • School Assembly (CE) • Advisory Council • Scientific Council (CC) • Pedagogic Council (CP) • Technology Transfer Office (TT) **Documents and/or related activities:** • Research and Innovation at IST (Financing Innovation and Entrepreneurship, as catalysts of technology transfer, offers a decisive contribution to the Portuguese economic development). • Técnico Partner Network
5.3. The students' workload, progression and completion;	**Responsible Bodies or Services:** • Governing Board (CG) • Scientific Council (CC) • Pedagogic Council (CP) • Pedagogical Course Commissions • Commission for Curricular Units Quality (★QUC) (Standing Committee)

Reference 5 – On-going monitoring and periodic review of programmes:

The institution monitors and periodically reviews its programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews lead to continuous improvement of the programme. Any action planned or taken as a result are communicated to all those concerned.

The procedures to monitor, assess and review the study programmes include the evaluation of:

	• Institutional Studies, Planning and Quality Area (AEPQ) **Documents and/or related activities:** • Teachers and Courses Coordination Reports within ★QUC • R3A - Annual IST Courses Self-Assessment Reports • Commission for Curricular Units Quality (★QUC) (Standing Committee)
5.4. The effectiveness of procedures for assessment of students;	**Responsible Bodies or Services:** • Scientific Council (CC) • Pedagogic Council (CP) • Commission for Curricular Units Quality (★QUC) (Standing Committee) • Institutional Studies, Planning and Quality Area (AEPQ) **Documents and/or related activities:** • Teachers and Courses Coordination Reports within ★QUC • R3A- Annual IST Courses Self-Assessment Reports • Commission for Curricular Units Quality (★QUC) (Standing Committee)
5.5. The student expectations, needs and satisfaction in relation to the programme;	**Responsible Bodies or Services:** • Scientific Council (CC) • Pedagogic Council (CP) • IST Academic Units and Scientific Commissions • Academic Services (DA) • Technology Transfer Office (TT) • IST International Affairs (AAI) • Commission for Curricular Units Quality (★QUC) (Standing Committee) • Institutional Studies, Planning and Quality Area (AEPQ) ★OEIST – IST Graduate Employability Observatory (OEIST) **Documents and/or related activities:** ★QUC – Course Unit Quality System • Teachers and Courses Coordination Reports within ★QUC • R3A - Annual IST Courses Self-Assessment Reports (!) Dissertation Surveys

Reference 5 – On-going monitoring and periodic review of programmes:

The institution monitors and periodically reviews its programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews lead to continuous improvement of the programme. Any action planned or taken as a result are communicated to all those concerned.

The procedures to monitor, assess and review the study programmes include the evaluation of:

	(!) Survey/Study of IST Admission and Characterization of the Population **(!)** Survey Expectations of 1st year Students **(!)** Survey Academic Path **(!)** Survey to IST Graduate's Employers
5.6. The learning environment and support services and their fitness for purpose for the programme.	**Responsible Bodies or Services:** • Governing Board (CG) • Scientific Council (CC) • Pedagogic Council (CP) • IST Academic Units and Scientific Commissions • Academic Services (DA) • Pedagogical Organization Office (GOP) • Technical Division (DT) • The Student Support Unit (NAPE) • The Student Support Unit (NDA) • Institutional Studies, Planning and Quality Area (AEPQ) • IST Students' Union (AEIST) • Health Services **Documents and/or related activities:** **(!)** Survey – Internal Satisfaction Assessment **(!)** Surveys ASUS **(!)** Surveys IRIS **(!)** Survey Academic Path **(!)** Survey Professional Status of Recent IST Graduates (2nd Cycle) ★ D-DAY ★ LEIC_Bootcamp

Reference 5 – On-going monitoring and periodic review of programmes:

The institution monitors and periodically reviews its programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews lead to continuous improvement of the programme. Any action planned or taken as a result are communicated to all those concerned.

The procedures to monitor, assess and review the study programmes include the evaluation of:

| | ★ PhD OPEN DAYS |
| | ★ ATHENS Programme – Cultural Activities |

Reference 6 – Research and development / targeted research and high level professional development:

The institution adopts mechanisms to promote, assess and enhance the scientific, technological, artistic and high level professional development activity appropriate to its institutional mission.

The research and development policies of the institution include, namely*:*

6.1. Mechanisms for institutionalisation and management of research (Procedures and criteria for the creation, extinction and management of research units and interface units, generation of funding, incentives to scientific production,..);	**Responsible Bodies or Services:** • School Assembly • Scientific Council (CC) • Research and Innovation (ID&I) • ID&I Units • Unit Coordinators ID&I • Research Centers and Associated Research Centers • IST-ID • Education and Pedagogical IST Model Review Committee (CAMEPP) • Research and Education Assessment Council (CAIE) • Projects Division (Researcher and Project Technical Support Office (GATPI)) **Documents and/or related activities:** • ERC Acceleration Programme (Support mechanism to Application Preparation to Researchers applying to the European programme of excellence in research ERC (European Research Council) of the framework Programme Horizon 2020) • Periodic Newsletter for disclosure of funding opportunities for researchers (ongoing, will be available in a shortly), • IST Statutes • Visiting Committees and Framing Documents • Regulation of IST's Teachers Assessment ★ (RADIST) • Start- up funds for professor and researchers in trial period
6.2. Mechanisms for articulation between teaching and research, namely on student contact with research and innovation activities from the first years;	**Responsible Bodies or Services:** • Scientific Council (CC) • Research and Innovation (ID&I) • IST-ID • Curricular Unit Laboratories • Technology Transfer Office (TT) • The Student Support Unit (NAPE) • Education and Pedagogical IST Model Review Committee (CAMEPP) **Documents and/or related activities:**

Reference 6 – Research and development / targeted research and high level professional development:

The institution adopts mechanisms to promote, assess and enhance the scientific, technological, artistic and high level professional development activity appropriate to its institutional mission.

The research and development policies of the institution include, namely*:*

	• Técnico Partner Network Programme
	
	 • Report CAMEPP
	
	 • Técnico Summer Internships
	
	 • Research Grants
	
	 • Scholarships for Scientific Initiation,
	
	 • Scholarships for Research Integration
	
	 • Scholarships for Research Technicians
	
	 • Scholarships for Management of Science and Technology
	
	 Development and participation of students in scientific pedagogical projects grantees:
	
	    • Basic and Secondary Schools' Activities – Science Protocol ^3
	
	    • *Quinta dos Remédios* Activities (Loures Town Hall)
	
	    • Junior Engineering
	
	    • Engineer Challenges
	
	    • Técnico Engineering Challenge
	
	    • Summer at ULISBOA
	
	 • Scientific events participation (e. g. Chemistry Olympics)

6.3. Mechanisms for economic valorisation of knowledge;	**Responsible Bodies or Services:** • Research and Innovation (ID&I) • ID&I Units • Research Centers and Associated Research Centers • IST-ID • Technology Transfer Office (TT) **Documents and/or related activities:** • Case studies: Science with impact • Contests and Innovation & Entrepreneurship Initiatives (e.g. Contest to Support the Development of Innovative Ideas - Tecinnov) • Intellectual Property Regulation • Técnico Partner Network Programme
6.4. Procedures for the monitoring, assessment and enhancement of human	**Responsible Bodies or Services:** • Scientific Council (CC)

Reference 6 – Research and development / targeted research and high level professional development:

The institution adopts mechanisms to promote, assess and enhance the scientific, technological, artistic and high level professional development activity appropriate to its institutional mission.

The research and development policies of the institution include, namely:

and material resources allocated to research and development, of scientific, technological and artistic production, of the results of the valorisation of knowledge and of the results of articulation between teaching and research.

• Research and Education Assessment Council (CAIE)

• Coordinating Council of Teachers Assessment (CCAD)

• IST-ID

• Institutional Studies, Planning and Quality Area (AEPQ)

Documents and/or related activities:

• Report of the Research and Education Assessment Council (CAIE), period of coverage 2013-2016

• Report of the Research & Innovation Units Assessment Commissions

• Recommendations of the Research & Innovation Units Assessment Commission of the FCT || Procedures and Assessment of FCT

• Doctoral Programmes Assessment Commission of FCT

• Bibliometric Studies (Restricted Access)

★RADIST: Regulation of IST's Teachers Assessment

• Regulamento de Prémios de Mérito aos Alunos

(!) Survey to Curricular Units

★Shaping the future - Career Developing Programme for Teachers and Researchers

• Development and Training Programme: Planning, Designing, Giving Feedback

• Development and Training Programme: Planning, Designing, Giving Feedback

• Pedagogical Innovation Projects (PIP)

• Regulation of Assessment of Teachers in Trial Period

• Regulation of Assessment of Researchers in Trial Period

• Bibliometric Studies, Scientometrics, Scientific Performance and Productivity

Reference 7 – External relations
The institution adopts mechanisms to promote, assess and enhance collaboration with other institutions and with the community, namely regarding its contribution to regional and national development
In the ambit of its external relations policy, the institution has in place procedures to promote, monitor, assess and enhance interface and external action activities, namely with regard to:

7.1. *Inter-institutional collaboration* ;	**Responsible Bodies or Services:** • IST Advisory Council • Technology Transfer Office (TT) • IST International Affairs (AAI) • Communication and Media Division (ACIM) • IST *Campi* Managers **Documents and/or related activities:** ★ Career Discovery@Técnico • Talents@Técnico • Técnico Partner Network • IST Protocol Management System • Communication and Media Division Activities • Networks and International Partnerships • Clusters
7.2. Services to the community ;	**Responsible Bodies or Services:** • Technology Transfer Office (TT) • Research Centers • Projects Division (DP) **Documents and/or related activities:** • Research and Innovation at IST

Reference 7 – External relations
The institution adopts mechanisms to promote, assess and enhance collaboration with other institutions and with the community, namely regarding its contribution to regional and national development
In the ambit of its external relations policy, the institution has in place procedures to promote, monitor, assess and enhance interface and external action activities, namely with regard to:

	• Technology Transfer
	
	• Técnico+
	
	• Corporate Partnerships: there are several ways of collaboration between IST and companies, of which stand out:
	
	   • Joint Applications to Projects R&D;
	
	   • Hiring R&D Services;
	
	   • Technical Consultancy;
	
	   • Técnico Partner Network (Service Provision)
	
	   • Contracting Services Provision
	
	• Verification and safeguarding of Intellectual Property

7.3. Cultural, sporting and artistic external action ;	**Responsible Bodies or Services:** • Communication and Media Division (ACIM) • Archive Office (Narq) • IST Students' Union (AEIST) • IST Staff Association (APIST) • IST Museums **Documents and/or related activities:** • Culture and Sports • Cultural and Educational Extension • Cultural, sports and artistic external activities, • IST Choir Group • Choir Groups (TFIST, TUIST e TMIST).

Reference 7 – External relations

The institution adopts mechanisms to promote, assess and enhance collaboration with other institutions and with the community, namely regarding its contribution to regional and national development

In the ambit of its external relations policy, the institution has in place procedures to promote, monitor, assess and enhance interface and external action activities, namely with regard to:

	★ Social Responsibility Day – IST Taguspark_campus
7.4. Integration in national projects and partnerships ;	**Responsible Bodies or Services:** • Pedagogic Council (CP) • Research Centers • Projects Division (DP) • Technology Transfer Office (TT) • Institutional Studies, Planning and Quality Area (AEPQ) • The Student Support Unit (NDA) **Documents and/or related activities:** • Technology Transfer • Técnico Partner Network • IST Protocols and Agreements • Research and Innovation at IST • Sector Commission for Education and Training (Higher Education Quality Group – GT2) - IPQ ★ Project "Watch and Learn"
7.5. Contribution to regional and national development, in accordance with its institutional mission ;	**Responsible Bodies or Services:** • Technology Transfer Office (TT) • Research Centers • Communication and Media Division (ACIM)

Reference 7 – External relations	
The institution adopts mechanisms to promote, assess and enhance collaboration with other institutions and with the community, namely regarding its contribution to regional and national development	
In the ambit of its external relations policy, the institution has in place procedures to promote, monitor, assess and enhance interface and external action activities, namely with regard to:	
	Documents and/or related activities: • Research and Innovation at IST • Technology Transfer • Corporate Partnerships • Técnico Partner Network • Entrepreneurship Promotion • Summer at ULisboa • NAPE (Disclosure/Recruiting activities, organizing study visits to IST and IST visits to secondary educational institutions aiming the recruitment of candidates for higher education levels, as well as participation in trade fairs and exhibitions of Science and Technology.) ★ Geology Meeting at IST ★ Social Responsibility Day – IST Taguspark campus
7.6. Collection of own income, through the activities undertaken	**Responsible Bodies or Services:** • Technology Transfer Office (TT) • Research Centers • IST Academic Units and Scientific Commissions of the Departments • Organic Units • LAIST • IST Press **Documents and/or related activities:**

Reference 7 – External relations
The institution adopts mechanisms to promote, assess and enhance collaboration with other institutions and with the community, namely regarding its contribution to regional and national development
In the ambit of its external relations policy, the institution has in place procedures to promote, monitor, assess and enhance interface and external action activities, namely with regard to:

	• Research and Innovation at IST
	• Technology Transfer
	• Corporate Partnerships (Link to Society and Técnico Partner Network)
	• Services Provision Projects
	• Technology Licencing;
	• Intellectual Property Licencing;
	• Técnico Partner Network;
	• Tuition Fees, Fees and Charges

Reference 8 – Internationalisation:

The institution adopted mechanisms which allow it to promote, assess and improve its international cooperation activities.

In the ambit of its internationalisation policies, the institution defined procedures to promote, monitor, assess and improve international activities, namely those in relation to:

| 8.1 Participation/coordination of international education and training activities; | **Responsible Bodies or Services:**
• Governing Board (CG)
• IST International Affairs (AAI)
• Academic Services (DA)
• The Student Support Unit (NAPE)

Documents and/or related activities:
• International Mobility Programmes Regulation
• IST International Ambassadors Programme
• International Partnerships
• IST Protocols and Agreements
• Study programmes
    • Erasmus Mundus – Joint Programmes (EMJD-DC, SEED, FUSION-DC, • SELECT+, FUNMAT, GroundwatCH)
    • Erasmus Mundus (ICM, Mobility Programmes, etc)
    • Programmes: IPFL, MIT, AUSTIN, INNOENERGY)
• International Day (I-Day)
• International Staff Training Week
• *International Credit Mobility* Programme
• Welcome Sessions
• Preparation for Higher Education in Engineering Special Programme (Pre-Técnico)
★Workshops (Architecture) international exchange
★ATHENS Programme – Cultural Activities
★MOOC
• The presence of the International Area at fairs and Digital Marketing events, contributes also to the participation/coordination promotion of international education and training activities. |
| 8.2. Participation/coordination of international research projects; | **Responsible Bodies or Services:**
• Scientific Council (CC)
• IST International Affairs (AAI)
• Projects Division (DP) / Researcher and Project Technical Support Office (GATPI)/ International Projects Office (NPI)
• Academic Services (DA), Post-Graduation Academic Unit(APG) |

Reference 8 – Internationalisation:

The institution adopted mechanisms which allow it to promote, assess and improve its international cooperation activities.

In the ambit of its internationalisation policies, the institution defined procedures to promote, monitor, assess and improve international activities, namely those in relation to:

	• Institutional Studies, Planning and Quality Area (AEPQ) **Documents and/or related activities:** • International Partnerships •Cotutelle Agreements • ERC Acceleration Program • Applications' Technical Support: Scholars and Researcher: includes Marie curie, H2020, Erasmus +, INNOENERGY • CORDIS Projects Analysis (the E&P performs a biannual review of research projects, including: coordination analysis, income amounts, national and international benchmark partners, amongst others)
8.3. The mobility of students, teaching and non-teaching staff.	**Responsible Bodies or Services:** • IST International Affairs (AAI) • IST Academic Units • Research, Development and Innovation Units ID&I • Academic Services (DA) • Human Resources Division (DRH) **Documents and/or related activities:** • International Student Guide *(Student Support Guide)* • International Partnerships • IST Protocols and Agreements • International Mobility Programmes Regulation • Mobility: *Outgoing* and incoming • Technical Support: Scholars and Researchers • Curricular and Professional Internships (Ex: VULCANUS, IAEST, etc..) • International Staff Training Week ★ Mentoring Programme ★MEGM Mentoring • *Survival Guide* • *Orientation Week* • Regulation and ★Ambassadors Programme (International) • Mobility Coordinators (Regulation) • Regulation of Access and Admission of International Students 1st, 2nd and 3rd IST cycles • *International Credit Mobility* Programme

Reference 8 – Internationalisation:

The institution adopted mechanisms which allow it to promote, assess and improve its international cooperation activities.

In the ambit of its internationalisation policies, the institution defined procedures to promote, monitor, assess and improve international activities, namely those in relation to:

	(!) Surveys: International Students or Mobility Students • International Credit Mobility (ICM) /Erasmus+ – Staff Mobility for Training

3. Quality assurance in the management of resources and support services

Reference 9 – Human resources:

The institution adopted fair and transparent mechanisms to ensure that the recruitment, management and training of its teaching and support staff is undertaken with the guarantee of the necessary qualifications and competence, in order that they may properly perform their functions.

The role of teachers is essential for quality education that enables the acquisition of knowledge, skills and competences. The role of non-teaching staff is equally crucial in student-support services. Considering that the diversification of student bodies, together with a greater focus on learning outcomes, require a more student-centred learning and teaching approach, which also has repercussions on changes in the role of teachers, the institution provides its teachers with an environment conducive to effective performance in these new contexts, in particular as regards the following aspects

| 9.1. Adoption and implementation of clear, transparent and fair recruitment procedures and employment conditions that recognize the importance of teaching; | **Responsible Bodies or Services:**

• Governing Board (CG)

• Scientific Council (CC)

• Human Resources Division (DRH)

Documents and/or related activities:

• Applicable Legislation (ECDU, LEIC and General Employment Law in Public Functions)

• General Regulation of Public Recruitment of full professors, associates and assistants of the University of Lisbon Order no. 2307/2015

• General Regulation of Public Recruitment of Scholars within a Special Contract f the University of Lisbon Order No. 14944/2013

• General Regulation of Scholars Provision of Service at ULISBOA Order No. 14073/2015

• Regulation on the Activity of Retired Scholars and Researchers of IST Order No. 6303/2018

• Teachers and Researchers Career Development Programme ★ Shaping the future - Career Developing Programme for Teachers and Researchers

• Development and Training Programme: Planning, Designing, Giving Feedback

• Development and Training Programme: Planning, Designing, Giving Feedback

• Regulation of Assessment of Teachers in Trial Period

• Regulation of Assessment of Researchers in Trial Period

• Code of Conduct and Best practices of ULisboa |

Reference 9 – Human resources:

The institution adopted fair and transparent mechanisms to ensure that the recruitment, management and training of its teaching and support staff is undertaken with the guarantee of the necessary qualifications and competence, in order that they may properly perform their functions.

The role of teachers is essential for quality education that enables the acquisition of knowledge, skills and competences. The role of non-teaching staff is equally crucial in student-support services. Considering that the diversification of student bodies, together with a greater focus on learning outcomes, require a more student-centred learning and teaching approach, which also has repercussions on changes in the role of teachers, the institution provides its teachers with an environment conducive to effective performance in these new contexts, in particular as regards the following aspects

	• Rights and Guarantees Charter of ULisboa • Integration Manual
9.2. Promotion and offer of professional development opportunities;	**Responsible Bodies or Services:** • Governing Board (CG) • Human Resources Division(DRH) • IST International Affairs (AAI) **Documents and/or related activities:** • Lifelong Training • Training for Teachers (Training and Training Regulation NDA) • Development and Training Programme for Teachers and Researchers ★Shaping the future -Career Developing Programme for Teachers and Researchers • Development and Training Programme: Planning, Designing, Giving Feedback • Development and Training Programme: Planning, Designing, Giving Feedback • Scientific Council deliberation on Sabbatical Leaves Attribution • Regulation of Assessment of Teachers in Trial Period • Regulation of Assessment of Researchers in Trial Period • *International Credit Mobility* Programme(Teachers and Staff) ★Management Practices at AEP
9.3. Encourage scholarly activity to strengthen the link between education and research;	**Responsible Bodies or Services:** • Scientific Council (CC) • Pedagogic Council (CP)

Reference 9 – Human resources:

The institution adopted fair and transparent mechanisms to ensure that the recruitment, management and training of its teaching and support staff is undertaken with the guarantee of the necessary qualifications and competence, in order that they may properly perform their functions.

The role of teachers is essential for quality education that enables the acquisition of knowledge, skills and competences. The role of non-teaching staff is equally crucial in student-support services. Considering that the diversification of student bodies, together with a greater focus on learning outcomes, require a more student-centred learning and teaching approach, which also has repercussions on changes in the role of teachers, the institution provides its teachers with an environment conducive to effective performance in these new contexts, in particular as regards the following aspects

	Documents and/or related activities: • Research and Innovation at IST • Call for Developing Innovative Ideas Support (Tecinov) ★D-DAY
9.4. Encouraging innovation in teaching methods and the use of new technologies.	**Responsible Bodies or Services:** • Scientific Council (CC) • Pedagogic Council (CP) • Human Resources Division (DRH) • Education and Pedagogical IST Model Review Committee at IST (CAMEPP) • The Student Support Unit (NDA) **Documents and/or related activities:** • Pedagogical Best Practices • Pedagogical Innovation Projects (PIP) ★MOOC • Career Developing Programme for Teachers and Researchers ★Shaping the future - Career Developing Programme for Teachers and Researchers • Development and Training Programme: Planning, Designing, Giving Feedback • Development and Training Programme: Planning, Designing, Giving Feedback • Workshops Training Teachers (NDA) Training for Teachers

Reference 9 – Human resources:

The institution adopted fair and transparent mechanisms to ensure that the recruitment, management and training of its teaching and support staff is undertaken with the guarantee of the necessary qualifications and competence, in order that they may properly perform their functions.

The institution is primarily responsible for the quality of the performance of its staff. In this sense, the institution:

9.5. Adopted norms and procedures for collection and analysis of information relating to competences and results of the performance of the teaching and non-teaching staff, with a view to performance assessment, staff development and promotion and recognition of merit;	**Responsible Bodies or Services:** • Scientific Council (CC) • Pedagogic Council (CP) • Coordinating Council for Teacher Evaluation (Non-Statutory Body) • Evaluation Coordination Council of IST (CCA) • Human Resources Division (DRH) • Commission for Curricular Units Quality (★QUC) (Standing Committee) **Documents and/or related activities:** ★ RADIST - Regulation of IST's Teachers Assessment • SIADAP - Integrated management and evaluation system of the performance of Public Administration (SIADAP), • Regulation of Assessment of Teachers in Trial Period • Regulation of Assessment of Researchers in Trial Period ★QUC – Course Unit Quality System of IST • Bibliometric Studies, Scientometrics, scientific performance and productivity • QUAR ★Management Practices at AEPQ (!) Survey: Training Needs Diagnosis
9.6. Adopted procedures to regulate and guarantee the corresponding decision-making, implementation and follow-up processes	**Responsible Bodies or Services:** • Scientific Council (CC) • Pedagogic Council (CP) • Coordinating Council for Teacher Evaluation (Non-Statutory Body) • Evaluation Coordination Council of IST (CCA) • Commission for Curricular Units Quality (★QUC) (Standing Committee) **Documents and/or related activities:** ★RADIST - Regulation of IST's Teachers Assessment

Reference 9 – Human resources:

The institution adopted fair and transparent mechanisms to ensure that the recruitment, management and training of its teaching and support staff is undertaken with the guarantee of the necessary qualifications and competence, in order that they may properly perform their functions.

The institution is primarily responsible for the quality of the performance of its staff. In this sense, the institution:

	• SIADAP - Integrated management and evaluation system of the performance of Public Administration (SIADAP),
	• Regulation of Assessment of Teachers in Trial Period
	• Regulation of Assessment of Researchers in Trial Period
	★QUC - Course Unit Quality System of ISTT
	• Bibliometric Studies, Scientometrics, scientific performance and productivity
	• QUAR
	•Statistical and Management Human Resources Tools, as the Staff Map and the Social Balance Sheet
	(!) Survey Teachers, Researchers and Staff Satisfaction (DITA)
	• Plan and Risk Prevention Management Report, including Risks of Corruption and Infraction (PPRCIC)

Reference 10 – Material resources and services:

The institution adopts mechanisms which enable it to plan, manage and enhance services and material resources with a view to appropriate development of student learning and other scientific and pedagogic activities.

For this purpose, the institution:

10.1. Provides a variety of resources to support learning, from physical resources (facilities, libraries, ICT resources, pedagogical and scientific equipment, ... including safety and environmental aspects, as well as the specific needs of students with disabilities) to mentoring, supervision and counselling support, promoting their publicity to students;	**Responsible Bodies or Services:** • IT Services (SI) • Technical Division (DT) • Area of Libraries, Archive and Congress Center (ABCC) • Safety, Hygiene and Health Office (NSHS) • Residential Unit (NA) • Technology Transfer Office (TT) • IST Press • Academic Services (DA) • The Student Support Unit (NDA) • Pedagogical Organization Office (GOP) • The Student Support Unit (NAPE) • Health Services **Documents and/or related activities:** •Academic Guide • Forum Students Office and its regulation • Special Educational Needs (NEE) (Regulation) • Students' Club (in release) • Regulation of Organization and Functioning of Administrative Services and Technical Support • Regulation of IST's Loures pole • Regulation of IST's TAGUSPARK pole **Facilities** • IST ARTLAB

Reference 10 – Material resources and services:

The institution adopts mechanisms which enable it to plan, manage and enhance services and material resources with a view to appropriate development of student learning and other scientific and pedagogic activities.

For this purpose, the institution:

- Information Technology Laboratories (LTI)

- IST Libraries (Includes Digital Libraries)

- ABCC Support Tutorials

- Training of IST Library Users

- Inter-Libraries Loan

- IST Librarian Home Loan, Reserve and Renovation

- Resources print and Data Bases

- Study Spaces:

    - Campus Alameda study spaces, open 24 hours/day, throughout the year.

    - Campus TagusPark study spaces and Space 24 Hours.

    - Technological and Nuclear Campus study spaces.

- Institutional Repository:

- Pedagogical Organization Office (GOP)

- Audiovisual Equipment

- IT Services (SI)

- Software

- Data Bases

- Support IT Services

- VPN

- Videoconference

- Streaming

- IST Press

★Tutoring (Programme)

- Training Offer of the Academic Development Unit for Students

- Scholarships Patron Agreements (EDP Solidarity, Solidarity Fund AAA, EASS, etc.)

Reference 10 – Material resources and services:

The institution adopts mechanisms which enable it to plan, manage and enhance services and material resources with a view to appropriate development of student learning and other scientific and pedagogic activities.

For this purpose, the institution:

10.2. Takes into account the needs of specific groups, such as part-time or employed students, international students and students with disabilities;	**Responsible Bodies or Services:**
	• Academic Services (DA)
	• Academic Development Unit(NDA)
	• IST International Affairs (AAI)
	• Mobility and International Cooperation Office (NMCI)
	• Residential Unit (NA)
	• The Student Support Unit (NAPE)
	• Health Services
	• IT Services (SI)
	Documents and/or related activities:
	• Student Support Guide
	• Information for New Incoming Students;
	• Orientation Week;
	• *Orientation week* survival;
	• Survival Guide
	★*PhD OPEN DAYS*
	• *International Day*
	• Diversity and Gender Equity at IST
	★Tutoring (Programme)
	• Special Educational Needs (NEE) (Regulation)
	★CarPooling

Reference 10 – Material resources and services:

The institution adopts mechanisms which enable it to plan, manage and enhance services and material resources with a view to appropriate development of student learning and other scientific and pedagogic activities.

For this purpose, the institution:

| 10.3. Has in place mechanisms for collection and analysis of information on maintenance, management and suitability of material resources and services, including students support services; | **Responsible Bodies or Services:**

• Governing Board (CG)

• IST Council for Quality Assurance (CGQ)

• IST Academic Units

• Technical Division (DT)

  •General Service Unit (AAG)

  •Administration of Properties and Estates Services (AAI)

  • Building and Facility Managers (GE)

  • Area of Libraries, Archive and Congress Center (ABACC)

• Institutional Studies, Planning and Quality Area (AEPQ)

• Pedagogical Organization Office (GOP)

Documents and/or related activities:

• Technical Division Regulations
  • Rules on Execution of Works and/or Maintenance of the IST Premises
  • Rules on Temporary Spaces Rental and Outreach Activities in IST *Campi*
  • General Service Unit: Rules on Scheduling of Transportation Services at IST
  • General Service Unit: Price List - Services of Transportation at IST.
  • General Service Unit: Rules for Scheduling and Usage of the Hall and Central Hall.
  • General Service Unit: Rules on Mail Use, Reception and Dispatch.
  • General Service Unit: Rules on Mail Reception and Distribution Central Building
  • Reprography Unit: Services and Price List.
  • Reprography Unit: Rules for Users.

(!) ASUS – Satisfaction Evaluation of Service Users (ASUS)

(!) Survey: Inter-Services Relations (IRIS)

(!) Survey: Educational Path

(!) Surveys: International and Mobility Programmes Students

(!) Surveys: Internal Satisfaction Evaluation |
| 10.4. Adopted procedures to regulate and guarantee the corresponding decision-making, implementation and follow-up procedures. | **Responsible Bodies or Services:**

• IST Council for Quality Assurance (CGQ)

• Institutional Studies, Planning and Quality Area (AEPQ)

• Quality and Internal Audit (AQAI)

Documents and/or related activities:

• IST Quality Plan |

Reference 10 – Material resources and services:

The institution adopts mechanisms which enable it to plan, manage and enhance services and material resources with a view to appropriate development of student learning and other scientific and pedagogic activities.

For this purpose, the institution:

	• IST Activity Plans and Reports
	• QUAR
	• SIQUIST Self-Assessment (2017)
	• Internal Self-Assessment to Services /Procedures (AQAI), Reports and Recommendations
	• Service Procedure IST Manuals
	• Plan and Executive Report of the Plan for Risk Prevention Management, including Risks of Corruption and Infraction (RE-PPRCIC)

4. Management and publication of information

Reference 11 – Information management

The institution adopted mechanisms which allow it to guarantee the collection, analysis and use of the results and of other relevant information for the effective management of the study programmes and other *activities*.

For the purpose, the institution :

11.1. Adopted mechanisms to gather information on the needs and expectations of different stakeholders, in relation to the quality of the educational offer and the servicesrendered ;	**Responsible Bodies or Services:** • The Student Support Unit (NDA) • Commission for Curricular Units Quality (★QUC) (Standing Committee) • Institutional Studies, Planning and Quality Area (AEPQ) ★OEIST – Graduate Employability Observatory **Documents and/or related activities:** ★QUC – Course Unit Quality System • Teachers and Courses Coordination Reports within ★QUC • R3A - Annual IST Courses Self-Assessment Reports Surveys: ★Regulation for Survey Appliance on IST (!) Survey/Study of IST Admission and Characterization of the Population (!) Surveys: Expectations of 1st Year Students (!) Surveys: IST Nuclear Activities Evaluation (!) External Surveys: IST Population (!) Monitoring system for IST Graduates Professional Status (1st cycle, 2nd cycle,, newly graduates and 3rd cycle Graduates) and Survey: Educational Path (2nd Cycle Finalist Students) and Survey. IST graduates' employers (!) ASUS - Survey: Satisfaction Evaluation of Service Users (ASUS) (!) Survey: Inter-Services Relations (IRIS) (!) Surveys: International and Mobility Programmes Students
11.2. Developed data collection systems on results and other	**Responsible Bodies or Services:**

Reference 11 – Information management

The institution adopted mechanisms which allow it to guarantee the collection, analysis and use of the results and of other relevant information for the effective management of the study programmes and other *activities*.

For the purpose, the institution :

relevant data and indicators, which cover, *inter alias* (*cf.* guidelines of standard 1.7 of the ESG): :	• Governing Board and Services Divisions • Institutional Studies, Planning and Quality Area (AEPQ) • Quality and Internal Audit (AQAI) • Observatories: ★ OEIST – IST Graduate Employability Observatory ObservIST (OBSERVIST) , IST Rankings Observatory • Human Resources Division (DRH) • IT Services (SI) • Academic Services (DA) **Documents and/or related activities:** • FENIX • SAP System • DOT System (acquisitions, Revolving Funds, Reimbursements, Missions) • Budget Management Module (MGO) • Projects Management Module (MGP) • Indicators (Indicators and results Data Base) • IST Quality Plan (and annex) • IST Social Balance Sheet • RENATES • REBIDES • RAIDES ★ Information Management System - FenixEdu – for Research Units
11.2.1 key performance indicators ;	**Responsible Bodies or Services**: • IST President • Governing Board (CG)

Reference 11 – Information management

The institution adopted mechanisms which allow it to guarantee the collection, analysis and use of the results and of other relevant information for the effective management of the study programmes and other *activities*.

For the purpose, the institution :

	• IST Council for Quality Assurance (CGQ)
	• Institutional Studies, Planning and Quality Area (AEPQ)
	• Commission for Curricular Units Quality (★QUC) (Standing Committee)
	Documents and/or related activities
	• IST Quality Manual
	• Indicators (Indicators and Results data Base, IST Activity Report
	★QUC – Course Unit Quality System
	• Teachers and Courses Coordination Reports within ★QUC
	★RADIST
	• R3A - Annual IST Courses Self-Assessment Reports
	• BRAC
	• Bibliometric Studies, Scientometrics, scientific performance and productivity
	• SIQuIST's Regulation
	• SIQUIST Self-Assessment (2017)
	• IST and Annex
	• QUAR
	• Indicators (Indicators and Results Data Base)
11.2.2 profile of the student population ;	**Responsible Bodies or Services:**
	• Pedagogic Council (CP)
	• Institutional Studies, Planning and Quality Area (AEPQ)
	Documents and/or related activities:
	• FENIX
	(!) Survey/Study of IST Admission and Characterization of the Population

Reference 11 – Information management

The institution adopted mechanisms which allow it to guarantee the collection, analysis and use of the results and of other relevant information for the effective management of the study programmes and other *activities*.

For the purpose, the institution :

11.2.3 student progression, success and drop-out rates ;	**Responsible Bodies or Services:**
	
	• Pedagogic Council (CP)
	
	• Institutional Studies, Planning and Quality Area (AEPQ)
	
	• Student Support Unit (NDA)
	
	Documents and/or related activities
	
	★ QUC – The IST Course Unit Quality System
	
	• Studies on the Educational Process
	
	    • Academic Performance
	
	    • Bologna and Curriculum Organization
	
	    • Benchmarking Exams
	
	    • Other
	
	• BRAC – Academic Performance: Computer System which identifies students of low academic performance, developed in 2010 by the Pedagogic Council (CP). Its objective is to identify and support IST first year students, whose academic performance is below the average.
	
	• DBE – from Good to Excellent
	
	• R3A - Annual IST Courses Self-Assessment Reports
	
	• DELTA – Identifies Student's with sudden low academic performance.

11.2.4 students' satisfaction with their programmes ;	**Responsible Bodies or Services:** • Institutional Studies, Planning and Quality Area (AEPQ) • Technology Transfer Office (TT) ★ OEIST – IST Graduate Employability Observatory **Documents and/or related activities**

Reference 11 – Information management

The institution adopted mechanisms which allow it to guarantee the collection, analysis and use of the results and of other relevant information for the effective management of the study programmes and other *activities*.

For the purpose, the institution :

	★ QUC- The IST Course Unit Quality System covers the information process and consequent production of results, regarding format, statistical processing and statistical reliability as well as several topic studies.
	★ OEIST – IST Graduate Employability Observatory and Monitoring system for IST Graduates Professional Status (1st cycle, 2nd cycle,, newly graduates and 3rd cycle Graduates) and Surveys: Educational Path. IST graduates' employers includes:
	(!) Survey: IST 1st Cycle Graduates who do not continue their studies, Professional Status
	(!) Survey: IST Newly 2nd Cycle Graduates, Professional Status 12 month after the course conclusion
	(!) Survey: IST 2nd Cycle Graduates, Professional Status 5 years after the course conclusion
	(!) Survey: IST 2nd Cycle Graduates, Professional Status 10 years after the course conclusion
	(!) Survey: IST 3rd Cycle Graduates Professional Status
	(!) Survey: Educational Path
	Técnico Alumni network
	★ Career Discovery@Técnico
11.2.5 learning resources available and their costs ;	**Responsible Bodies or Services:** • IST Council for Quality Assurance (CGQ) • Institutional Studies, Planning and Quality Area (AEPQ) **Documents and/or related activities**: (!) SURVEYS Evaluation of Satisfaction (!) Assessment of Activities (!) ASUS – Survey: Satisfaction Evaluation of Service Users (!) IRIS - Survey: Inter-Services Relations

Reference 11 – Information management

The institution adopted mechanisms which allow it to guarantee the collection, analysis and use of the results and of other relevant information for the effective management of the study programmes and other *activities*.

For the purpose, the institution :

11.2.6 employability and professional paths of graduates	**Responsible Bodies or Services:** • Institutional Studies, Planning and Quality Area (AEPQ) • Technology Transfer Office (TT) ★ IST Graduate Employability Observatory (OEIST) **Documents and/or related activities:** ★ OEIST – IST Graduate Employability Observatory : The OEIST aims to ensure regular observation mechanisms of IST graduates in terms of employment and promote employability through systematization, analysis and dissemination of information, directly or indirectly related to the integration of graduates into professional life. • TT@IST promotes several career development initiatives and employability (★ Career Discovery@Técnico) : IST Career Sessions, IST Career Scholarships, IST Career Workshops, IST Career Weeks, Jobshop/AEIST, IST Summer Internships, Inside View/BEST Lisbon, IST Job Bank, Técnico Alumni network
11.3. Defined procedures to regulate and ensure the processes of decision-making related to the utilisation of results, as well as action strategies for improvement of processes and results ;	**Responsible Bodies or Services:** • IST President • Governing Board (CG) • Pedagogic Council (CP) • Scientific Council (CC) • IST Council for Quality Assurance (CGQ) • Institutional Studies, Planning and Quality Area (AEPQ) • Assessment of Education and Research Activities Council **Documents and/or related activities:** • Strategic Planning: IST Strategic Planning Activities Results.

Reference 11 – Information management

The institution adopted mechanisms which allow it to guarantee the collection, analysis and use of the results and of other relevant information for the effective management of the study programmes and other *activities*.

For the purpose, the institution :

	• Quality Assessment: IST's Internal Quality Assessment activities results (Education, Research, Development and Innovation, Support Services and/or society connectivity.
	• SIQuIST's Regulation,
	• SIQUIST Self-Assessment (2017)
	• IST Quality Plan
	• QUAR
	• Indicators (Indicators and Results data Base)
	★ QUC- The IST Course Unit Quality System.
11.4 Identified ways to involve stakeholders in the appreciation, analysis and improvement of results.	**Responsible Bodies or Services:** • IST Council for Quality Assurance (CGQ) • School Assembly (CE) • Faculty Assembly (AE) • Advisory Council (CCons) • Scientific Council (CC) • Pedagogic Council (CP) • Technology Transfer Office (TT) • IST Students' Union (AEIST) • Institutional Studies, Planning and Quality Area (AEPQ) • Quality and Internal Audit (AQAI) **Documents and/or related activities:** • ObservIST ★ QUC

Reference 11 – Information management

The institution adopted mechanisms which allow it to guarantee the collection, analysis and use of the results and of other relevant information for the effective management of the study programmes and other *activities*.

For the purpose, the institution :	
	Regulations of the different institutional Bodies (IST Council for Quality Assurance (CGQ), School Assembly (CE), Faculty Assembly (AE), Advisory Council (CCons), Scientific Council (CC), Pedagogic Council (CP)

Reference 12 – Public Information:

The institution adopted mechanisms which permit the publication of clear, accurate, objective, up-to-date, impartial and readily accessible information about the activities undertaken

For this purpose, the institution defined procedures for regular provision of public information on a pre-defined set of data and results. In accordance with the legal requirements established in article 162, 2, of the RJIES, in article 18, e), ii) of Law 38/2007 and in the guidelines of standard of the ESG, specify aspects in relation to which the institution should make available precise and sufficient information include:

12.1. The mission and objectives of the institution, and its statutes, regulations and basic units;	**Responsible Bodies or Services** • Governing Board (CG) • Communication and Media Division (ACIM) **Documents and/or related activities:** • Documents and Legislation • Corporate Identity • IST Website and Services
12.2. Its educational offer;	**Responsible Bodies or Services:** • Academic Services (DA) • IST Academic Units and Scientific Commissions • Communication and Media Division (ACIM) **Documents and/or related activities:** • Education/Courses Offer • IST Website • IST Programmes Website • Study at Técnico • Promotional Material (examples: Course Leaflets, Information leaflets, roll-ups)

Reference 12 – Public Information:

The institution adopted mechanisms which permit the publication of clear, accurate, objective, up-to-date, impartial and readily accessible information about the activities undertaken

For this purpose, the institution defined procedures for regular provision of public information on a pre-defined set of data and results. In accordance with the legal requirements established in article 162, 2, of the RJIES, in article 18, e), ii) of Law 38/2007 and in the guidelines of standard of the ESG, specify aspects in relation to which the institution should make available precise and sufficient information include:

12.3. The intended learning outcomes, qualifications awarded and employment perspectives, in relation to each study programme;	**Responsible Bodies or Services:** • Scientific Council (CC) • Pedagogic Council (CP • IST Academic Units and Scientific Commissions • Course Cycle Coordinators • Institutional Studies, Planning and Quality Area (AEPQ) • Technology Transfer Office (TT) **Documents and/or related activities:** • Education/Courses Offer • IST Website • IST Academic Units and Programmes Website ★ Career Discovery@Técnico ★ OEIST – IST Graduate Employability Observatory • IST Rankings Observatory
12.4. Qualifications of teaching staff and their type of contract;	**Responsible Bodies or Services:** • Pedagogic Council (CP) • Scientific Council (CC) • IST Academic Units and Scientific Commissions and Research Centers and Associated Research Centers • Human Resources Division (DRH) **Documents and/or related activities:** • FENIX • Social Balance Sheet: Decree-Law No. 190/96 of 9 October imposes the requirement for the Social balance sheet on 31 December of the previous year, to all bodies of Public Administration, central, regional and local levels. • IST Academic Units • Research Centers

Reference 12 – Public Information:

The institution adopted mechanisms which permit the publication of clear, accurate, objective, up-to-date, impartial and readily accessible information about the activities undertaken

For this purpose, the institution defined procedures for regular provision of public information on a pre-defined set of data and results. In accordance with the legal requirements established in article 162, 2, of the RJIES, in article 18, e), ii) of Law 38/2007 and in the guidelines of standard of the ESG, specify aspects in relation to which the institution should make available precise and sufficient information include:

12.5. Policies for admission and for student guidance;	**Responsible Bodies or Services:** • Academic Services (DA) • IST Academic Units • The Student Support Unit (NDA) • The Student Support Unit (NAPE) • IST International Affairs (AAI) • Residential Unit (NA) **Documents and/or related activities:** • NAPE main activities can be assessed in two specific fields of activity: a).Reception, Integration and Support (EXAMPLES: Reception Week, Orientation Week, Survival Guide; Reception and support to candidates and students (in person, by telephone or email) b) Disclosure/Admission: Ambassadors Programme;:IST Study Visits and Visits to Secondary Education Institutions, events and exhibitions of science and technology. • Academic Guide (Admission Regulations 1st, 2nd and 3rd Cycles). • Education/Courses Offer/Admission Regulations (by Course) • IST Academic Units Websites • Study at Técnico ★Mentoring Programme ★MEGM Mentoring
12.6. Planning of study programmes;	**Responsible Bodies or Services**: • Pedagogic Council (CP) • Scientific Council (CC) • IST Academic Units • Study Cycles Coordination • Academic Services (DA) **Documents and/or related activities:** • Education/Courses Offer • IST Website • Study Cycles webpages

Reference 12 – Public Information:

The institution adopted mechanisms which permit the publication of clear, accurate, objective, up-to-date, impartial and readily accessible information about the activities undertaken

For this purpose, the institution defined procedures for regular provision of public information on a pre-defined set of data and results. In accordance with the legal requirements established in article 162, 2, of the RJIES, in article 18, e), ii) of Law 38/2007 and in the guidelines of standard of the ESG, specify aspects in relation to which the institution should make available precise and sufficient information include:

12.7. Teaching and learning methodologies and student assessment methods	**Responsible Bodies or Services:** • Pedagogic Council (CP) • IST Academic Units • Study Cycles Coordination • Academic Services (DA) **Documents and/or related activities:** • Regulation of Evaluation of Knowledge and Skills • Academic Guide • IST Website • Study Cycles webpages • Curricular Units Webpages
12.8. Opportunities for mobility;	**Responsible Bodies or Services:** • IST International Affairs (AAI) **Documents and/or related activities:** • International Partnerships • International Mobility Programmes Regulation • Outgoing Mobility • Regulation of Access and Admission of International Students 1st, 2nd and 3rd IST cycles • IST Webpage • Study at Técnico
12.9. Students' rights and duties;	**Responsible Bodies or Services:** • Pedagogic Council (CP) • Academic Services (DA) • Academic Development Unit (NDA) • Communication and Media Division (ACIM) • The Student Support Unit (NAPE) **Documents and/or related activities:** • Code of Conduct and Best practices of ULisboa • Rights and Guarantees Charter

Reference 12 – Public Information:

The institution adopted mechanisms which permit the publication of clear, accurate, objective,

up-to-date, impartial and readily accessible information about the activities undertaken

For this purpose, the institution defined procedures for regular provision of public information on a pre-defined set of data and results. In accordance with the legal requirements established in article 162, 2, of the RJIES, in article 18, e), ii) of Law 38/2007 and in the guidelines of standard of the ESG, specify aspects in relation to which the institution should make available precise and sufficient information include:

	• Student Disciplinary Regulations • Students' Ethic – NDA Course • Diversity and Gender Equality at IST (activities /promotion actions) • Academic Guide • Student's Support Guide • Regulation for Students with Special Needs (NEE) • Regulation of Access and Admission of International Students 1st, 2nd and 3rd IST Cycles • IST Ethics Committee • IST Webpage
12.10. Student social support services;	**Responsible Bodies or Services:** • Social Action Services (ULisboa) • Academic Services (DA) • Academic Development Unit (NDA) • Communication and Media Division (ACIM) • The Student Support Unit (NAPE) • Residential Unit (NA) **Documents and/or related activities:** • SCHOLARSHIPS – student Support Unit • Regulation for Selecting Support Candidates aimed at Students who wish to keep studying at IST • Regulation for Selecting Support Candidates aimed at Students who wish to keep studying at IST (ACE-IST) In addition to the Social Action Higher Education scholarship there are several other scholarship programmes: Merit scholarships designed to recognize and reward students with high academic performance and also Support scholarships aimed at students with proven financial needs whose academic excellence is recognized. • Study at Técnico • Residential at ULisboa • Residential at IST • IST Webpage List of some of the existing scholarships: • Social Action Scholarships • Scholarships for Students who Wish to Continue Their Studies

Reference 12 – Public Information:

The institution adopted mechanisms which permit the publication of clear, accurate, objective, up-to-date, impartial and readily accessible information about the activities undertaken

For this purpose, the institution defined procedures for regular provision of public information on a pre-defined set of data and results. In accordance with the legal requirements established in article 162, 2, of the RJIES, in article 18, e), ii) of Law 38/2007 and in the guidelines of standard **of** *the ESG, specify aspects in relation to which the institution should make available precise and sufficient information include*:

	• Other Scholarships (Study and Merit Scholarships)
12.11. Mechanisms to deal with complaints and suggestions;	**Responsible Bodies or Services:** • Quality and Internal Audit (AQAI) • Ulisboa Student Ombudsman **Documents and/or related activities** • SugerIST • IST Webpage

12.12. Access to material resources and teaching support;	**Responsible Bodies or Services:**
	• Technical Division (DT)
	• Pedagogical Organization Office (GOP)
	• IT Services (SI)
	
	Documents and/or related activities
	• Audiovisual Equipment (Resources)
	• Study at Técnico
	• Institutional Repository
	• IT Services (Software and Others)
	• IST Webpage
	• Infrastructures and Services (Food, Congress Center, copy center, Sports Complex, Study Spaces, parking, IST Press, kindergarten, gardens, Analytical Laboratory, shops, museums, banks, Shuttle, Técnico *Innovation Center, etc.)*
	• IST Libraries (Includes Digital Libraries)
	• ABCC Support Tutorials
	• IST Library Users Training
	• Inter-Library Loan
	• ST Librarian Home Loan, Reserve and Renovation
	• Resources Print and Data Bases
	• Study Spaces:
	  • Study Spaces and 24 Hour Space at Campus Alameda
	  • Study Spaces and 24 hours Space at Campus Taguspark

Reference 12 – Public Information:

The institution adopted mechanisms which permit the publication of clear, accurate, objective, up-to-date, impartial and readily accessible information about the activities undertaken

For this purpose, the institution defined procedures for regular provision of public information on a pre-defined set of data and results. In accordance with the legal requirements established in article 162, 2, of the RJIES, in article 18, e), ii) of Law 38/2007 and in the guidelines of standard of the ESG, specify aspects in relation to which the institution should make available precise and sufficient information include:

	• Study Spaces at the Technological and Nuclear Campus
12.13. Teaching outcomes, expressed in the academic results, integration in the labour market and level of satisfaction of stakeholders;	**Responsible Bodies or Services:** • Institutional Studies, Planning and Quality Area (AEPQ) ★ OEIST – IST Graduate Employability Observatory • IST Rankings Observatory **Documents and/or related activities** • R3A – Annual IST Courses Self-Assessment Reports • IST Website (!) Monitoring System for IST Graduates Professional Status (1st cycle, 2nd cycle,, newly graduates and 3rd cycle Graduates) Educational Path Survey and IST Graduates Employers Survey • IST Rankings Observatory Website
12.14. Internal quality assurance policies, accreditation certificates and results of evaluation of the institution and of its study programmes.	**Responsible Bodies or Services**: • IST Council for Quality Assurance (CGQ) **Documents and/or related activities** • IST Quality Manual • Assessment and Accreditation • Quality Assessment • IST Quality Plan (PQ) • IST Webpage • Study Cycles Webpages

II.

5. Periodical external assessment

Reference 13 – Cyclical external quality assurance:

The institution undergoes external quality assurance on a cyclical basis, in line with the ESG.

External quality assurance, besides offering validated information that assures the institution and the public in general of the quality of its activities, verifies the effectiveness of the internal quality assurance system, acts as a catalyst for improvement and can offer new perspectives to the institution. It should:

13.1. Take account of the requirements of the national legislative framework applicable to higher education and its evaluation;	**Responsible Bodies or Services:** • School Assembly (CE) • Faculty Assembly (AE) • Advisory Council • IST President • Governing Board (CG) • IST Council for Quality Assurance (CGQ) • ULisboa Quality Assurance Council • Scientific Council (CC) • Pedagogic Council (CP) • Strategic Plan Follow-up Committee (CAPE) **Documents and/or related activities**: • SIQuIST Accredited by A3ES • Guidelines for Quality Assurance and Assessment in Higher Education Institutions (ESG - European Standard Guidelines) • Evaluations/Reports of the Engineer Council (Eur-Ace Seals) • Evaluations/External Evaluation Commissions Reports (CAE) of A3ES
13.2. Demonstrate and take into account the progress made since the previous external assessment.	**Responsible Bodies or Services** • School Assembly (CE) • Faculty Assembly (AE) • Advisory Council • IST President • Governing Board (CG) • IST Council for Quality Assurance (CGQ) • Scientific Council (CC) • Pedagogic Council (CP) • Strategic Plan Follow-up Committee (CAPE) **Documents and/or related activities**: • R2M2 – Improvement Actions and Recommendations Report

Reference 13 – Cyclical external quality assurance:

The institution undergoes external quality assurance on a cyclical basis, in line with the ESG.

	• SIQUIST Self-Assessment (2017) • Follow-Up Reports SIQuIST • Self-Assessment ESG • Indicators (Data Base of Indicators and Results)

III.

Annex 4 – Legislation and other support documents to the QM-IST

Legislation and Guidelines	Subject
Standards and Guidelines for Quality Assurance in the European Higher Education Area, 3rd Edition, 2009.	International Quality Assurance Guidelines issued by the ENQA.
Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium	International Quality Assurance Guidelines issued by the ENQA.
Part 1 - Standards and Guidelines for Internal Quality Assurance in "Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG); approved by the Ministerial Conference in May. 2015.	Expansion of R&D areas with external relations and internationalisation.
"Benchmarks for internal quality assurance systems in HEIs", October 2016 version, adapted to the ESG 2015	www.a3es.pt/sites/default/files/A3ES_referenciaisSIGQ_201610.PDF
Santos, Sérgio Machado, 2011, *Comparative Analysis of European Processes for the Assessment and Certification of Internal Quality Assurance Systems.*	Comparative study of European HE IQAS issued by the A3ES.
Performance Indicators to Support Assessment and Accreditation of Study Cycles.	Indications for the definition of performance indicators supporting the SIGQ conveyed by the A3ES.
Student Participation in Assessing Portuguese HEIs: A contribution to their definition.	Types of student participation in Assessment and Accreditation processes.
Decree-Law No. 205/1998 of 11 July	Creates the National Assessment Council for HE.
Order No. 484/2006	Global assessment and assessment of quality of Portuguese Higher Education.
Law No. 62/2007, of 10 September.	Legal Framework for Evaluation of Portuguese Higher Education Institutions (RJIES).
Law No. 38/2007, of 16 August.	Legal Framework for Evaluation of Portuguese Higher Education (RJAES).
Decree-Law No. 369/2007, of 5 November	Sets up the Portuguese Assessment and Accreditation Agency for Higher Education – A3ES.
Order No. 9467/2011 of 29 July 2011	Regulations of the Integrated Quality Management System of the Technical University of Lisbon.

Legislation and Guidelines	Subject
Order No.2610/2012 of 22 February 2012	Regulations of the Integrated Quality Management System of Instituto Superior Técnico
Order No. 12360/2015 of 3 November	Statutes of Instituto Superior Técnico
Order No. 15622/2015 of 29 December	SIGQ Regulations of the ULisboa
Quality Manual of the ULisboa	Analysis and adaptation of databased mentioned in the QM of the ULisboa