



QUALITY MANUAL

TRADUÇÃO

Quality Management Board

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Acronyms and abbreviations

A3ES – Agency for Assessment and Accreditation of Higher Education

CGQ-IST – Quality Management Board of Instituto Superior Técnico

ENQA – European Association for Quality Assurance in Higher Education

IST – Instituto Superior Técnico

QM – Quality Manual

QUAR – Framework of Assessment and Accountability

HR – Human Resources

RJAES – Legal regime of the Assessment of Higher Education Institutions

RJIES – Legal Regime of Higher Education Institutions

SIADAP – Integrated System for Performance Assessment in Public Administration

SIQuIST – Integrated Quality Management System of IST

RU – Research Units

UTL – Technical University of Lisbon

Elaboration, Verification and Approval (Table)

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Note: The original document remains at the CGQ of IST.

Distribution (controlled copies)
All services with access to the website of the Quality Management Board of IST. Agency for Assessment and Accreditation of Higher Education - A3ES

This document will enter into force after adoption and publication on the website of the Quality Management Board of IST.

TABLE OF CHANGES

The Quality Manual and any of its targeted or comprehensive revisions will be approved by the President of IST. Any changes in the QM will result in a new sequentially numbered version, which must be recorded as follows:

TABLE OF CONTENTS			
Revision	Date	Reason	Remarks

1. INTRODUCTION

This Manual aims to describe the Integrated Quality Management System of IST (SIQuIST). It defines how it is organized, what responsibilities are involved, how the different processes are related to each other and how the guiding principles are used when implementing the SIQuIST.

The Quality Manual is a working document for IST in the area of Quality and should be regarded as a focal point for the definition of quality assurance policies and the characterization of processes, indicators and agents responsible for carrying out any activities that are the driving force behind the continuous improvement of IST.

The Quality Management Board authors and regularly reviews this Quality Manual in order to keep it permanently updated.

2. LEGISLATION AND FRAMEWORK

Table 1 provides the framework legislation, the standards and recommendations of the Quality System of Higher Education, which are used to draw up the QM.

Table 1 - Legislation and other supporting documents to the QM-IST

Legislation and Guidelines	Subject Matter
Standards and Guidelines for Quality Assurance in the European Higher Education Area, 3 rd Edition, 2009.	International Guidelines for Quality Assurance conveyed by ENQA.
Comparative Analysis of the European Processes for Assessment and Certification of Internal Quality Assurance Systems	Comparative study of the European IQMS of Higher Education conveyed by A3ES.
Performance Indicators to Support Study Cycle Evaluation and Accreditation Processes.	Guidelines for the definition of performance indicators, used as a support to the IQMS by A3ES.
Participation of Students in the Assessment of Portuguese HEIs: a contribution to its definition	Form of participation of Students in the Assessment and Accreditation processes.
Law 62/2007 of September 10 th	RJIES – Legal Regime of Higher Education Institutions
Law 38/2007 of August 16 th	RJAES - Legal regime of the Evaluation of Higher Education Institutions
Decree-Law 369/2007	Establishes the A3ES – Agency for Assessment and Accreditation of Higher Education
Order 9467/2011 of July 29 th	Regulations of the Integrated Quality Management System of the Technical University of Lisbon
Order 7560/2009 of March 13 th	Statutes of Instituto Superior Técnico
Order 2610/2012 of February 22 nd	Regulations of the Integrated Quality Management System of Instituto Superior Técnico

3. PRESENTATION OF IST

The Instituto Superior Técnico (IST) was created in 1911 from the split up of the Industrial and Commercial Institute of Lisbon. Alfredo Bensaúde, an Engineer, was the first Director of IST (1911-1922) and, in addition to promoting a wide-range reform in the Portuguese higher technical education, was responsible for the first Engineering courses at IST: Mining, Civil, Mechanical, Electrical, and Chemical-Industrial. Later, with Duarte Pacheco, the second Director of IST (1927-1932), the construction of the university campus at Alameda began. Meanwhile, IST became part of the recently created Technical University of Lisbon.

With the purpose of exploring and developing potential synergies between university and industry, IST inaugurated a new campus in Oeiras, located in the Taguspark Science and Technology Park.

Today, IST is recognized nationally and internationally as a leading School of Engineering, Architecture, Science and Technology, which hosts Portugal's most prestigious Laboratories and Institutes of RD&I and Technology Transfer and whose international impact is evident in various fields of scientific research. IST currently offers a wide range of 1st cycle programmes and post-graduate programmes (MSc and PhD) and is actively involved in several international networks and programmes which aim at enhancing student mobility, namely through graduate and post-graduate programmes. It also offers MSc and PhD programmes in cooperation with several international institutions.

3.1. Mission and Vision

IST is a Higher Education Institution geared for promoting seminal higher education, supported by international quality research and oriented to innovation and citizenship. That's why, in our viewpoint, it is of key importance to define its Mission and Vision.

Mission

The mission of IST is to create and disseminate knowledge and provide its students with sound basic education and skills to improve, change and shape Society through science, technology and entrepreneurship, by combining high-level education and research, development and innovation (RD&I) according to the highest international standards, involving students, former-students, faculty, researchers and non-teaching staff in an inspiring and global environment, oriented towards addressing the challenges for the 21st century.

Vision

The Vision for IST is to become one of the 20 best European Schools in Engineering, Science, Technology and Architecture. This will be achieved by attracting and developing talents, who will carry out their activity in an international and culturally diversified environment, provided with efficient management, top-notch infrastructure and in a responsible, demanding and quality culture, with the purpose of maximizing, through science, technology and innovation, the social and economic imprint of its community of students, former students, faculty, researchers and non-teaching staff.

4. ORGANIZATION OF IST

The Instituto Superior Técnico (hereinafter IST) is a legal person governed by public law. It is part of the Technical University of Lisbon (hereinafter UTL) and has statutory, scientific, cultural, pedagogical, administrative, financial and property autonomy. To pursue its mission, IST consists of the following bodies: President, Scientific Board, Pedagogical Council, Governing Board and School Council. The latter is a strategic decision body, which supervises compliance with the law, the Statutes and, in particular, the mission of IST. The Advisory Council and the Faculty Assembly are also statutory bodies with advisory powers.

Operationally, IST includes Departments and Research Units. The Departments are Teaching and Research Units, which correspond to major branches of knowledge and are provided with authority, in accordance with the principles of identity, subsidiarity and complementarity. Currently, the Departments of IST are: Bioengineering (DBE); Civil Engineering, Architecture and Geo-resources (DECivil); Engineering and Management (DEG); Electrical and Computer Engineering (DEEC); Computer Science and Engineering (DEI); Mechanical Engineering (DEM); Chemical Engineering (DEQ); Physics (DF); Mathematics (DM).

IST has also 36 self-owned and associate Research Units. Dedicated to scientific and technological development, these research units define their purposes and their own internal structure, and intervene in the life of the departments, according to the principles of flexibility and interdisciplinarity, while respecting the institutional unity ensured by the endorsement of the School Assembly.

Research at IST is carried out in Units and Institutes and falls within the scope of major areas of competence associated with challenges, which have a strong impact on society. These are strongly interdisciplinary areas in nature, which cut across various fields of engineering, science, technology and architecture.

The RD&I activities comprise not only fundamental aspects but also projects. The latter have a strong applied component in which industry is largely involved, and are carried out together with a unique offer of advanced education. Many of these structures dedicate themselves to multidisciplinary areas and are characterized by an international and multicultural environment. Among other areas, the following are worthy of note: Basic Sciences; Information and Communication Technologies; Environmental Energy and Mobility; Applied Life Sciences; Materials, Micro-technology and Neuroscience; Technology Management and Entrepreneurship; Manufacturing Technologies Engineering.

IST also consists of various services, which assist its teaching and research activities. These services are under the authority of faculty members proposed by the President for the Governing Board and a Director, who shares the responsibility for the administrative and financial management, staff-related issues and facilities and equipment management. The Teacher Assessment Coordination Board, the SIADAP Assessment Coordination Board and the Quality Management Board are also other IST bodies.

The main functions and composition of the Services, which make up the organizational and administrative structure of IST are described in the Regulations of Organization and Functioning of Administrative and Technical Support Services of IST that are available on the Intranet.

The Organization described above is schematically represented in the general plan of IST, depicted in Figure 1.

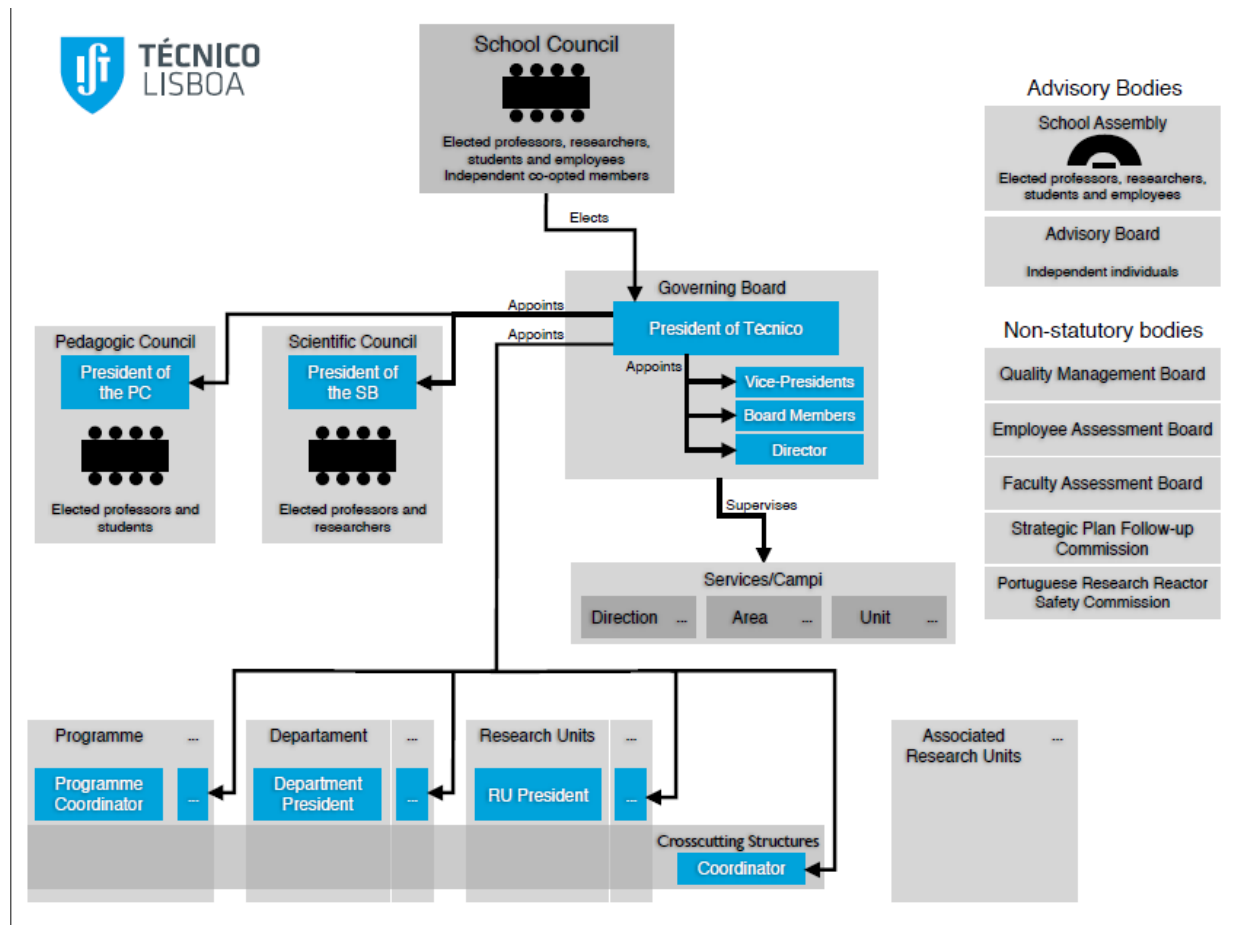


Figure 1 - General Plan of IST

5. QUALITY POLICY

As a benchmark institution in higher education, IST is governed by its statutes, which establish a commitment to quality assurance in higher education, research and technology transfer as fundamental bases for the accomplishment of its mission.

Thus, IST's quality strategy is based on an institutional development programme with formally established milestones in its strategic management documents (i.e., Strategic Plan, Activity Plan, Quality Manual and Plan and QUAR), which specify the actions to be carried out, the monitoring fundamentals, the time scales and the definition of responsibilities and competences of the different bodies, services and agents involved.

The quality assurance policy also seeks to stimulate the active participation of all those interested in the institution's continuous improvement processes, with the purpose of making the assessment of the services a common procedure in all spheres of activity of IST that fall into the scope of its 12 areas of strategic action.

These 12 areas (figure 2), cover not only the tree pillars of IST's Mission (Higher Education, Research, Development and Innovation and Technology Transfer) but also the 4 crosscutting areas to these major areas of IST, which are closely linked to a global international organization (Communication, Internationalization, Global Initiatives, Internal Assessment). These should rely on Infrastructure, Services and Information Technologies. All the developments, decisions and strategic plans and their implementation must be monitored and supported by a Strategic Planning Financing.

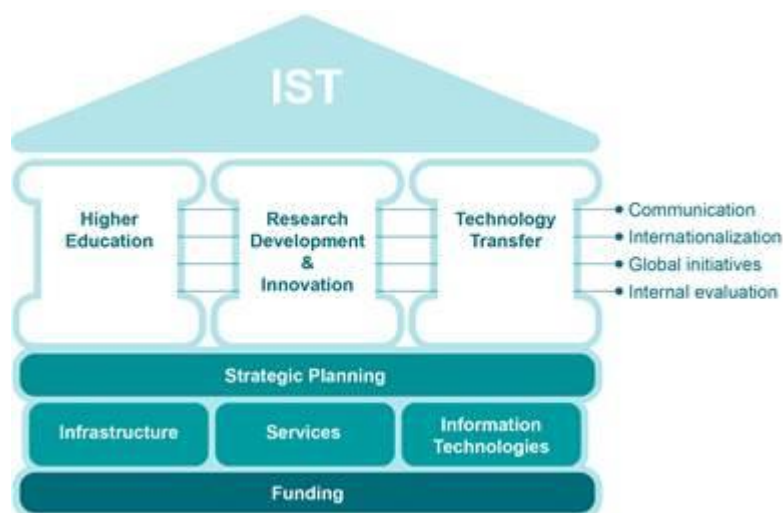


Figure 2 - Schematic representation of the twelve areas of strategic action of IST

The 12 areas of action described herein, as well as the detailed list of plans of action for each one, are detailed in the Strategic Plan of IST.

5.1. Cooperation with partners and society

The quality assurance policy privileges the cooperation with society and the participation of the most relevant internal and external partners in the strategic planning processes, most notably the participation in the composition of the governing and advisory bodies of IST and the regular consultation through different mechanisms (table 2).

Table 2– Cooperation with society and internal and external partners

Partner	Participation in bodies with responsibility in SIQulST	Participation in quality assurance processes	Consultation mechanisms
Teaching staff	CGQ-IST, Institution's governing bodies	Core processes, Management processes	Self-assessment, External assessment, pedagogical assessment
Students	CGQ-IST, School Assembly, Faculty Assembly, Pedagogical Council	Teaching	Assessment of Teaching and Learning processes, Assessment of Student Support Services
Non-teaching staff	CGQ-IST, School Assembly, Faculty Assembly	Support processes	Self-assessment, External assessment, Audits
Alumni	-	Teaching, Link to society	Assessment of Teaching, Employability, Entrepreneurship
Employers	-	Teaching, Link to society	Assessment of graduate quality
Service customers	-	Support processes, Link to society	Service evaluation
External entities	School Assembly Advisory Council	All processes	Assessment, Accreditation and Audit of processes

6. INTEGRATED QUALITY MANAGEMENT SYSTEM (SIQuIST)

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

- Internal assessment (self-assessment)
- External assessment (assessment carried out by external entities).

Relying on continuous quality improvement processes, the SIQuIST calls for a cyclical review of the results in terms of the teaching/learning process and the Institution as a whole, by fully measuring compliance with its mission and objectives.

Nevertheless, the SIQuIST describes in detail the strategies and mechanisms to assess and improve teaching. In this regard, the quality assurance systems of IST course units is a key component of the SIQuIST, which aims chiefly to follow up how each Course Unit is run and to promote the continuous improvement of the teaching, learning and assessment process.

6.1 Organizational Structure

The SIQuIST is also designed to implement a quality policy, and is an integral part of the Quality Management System of the Technical University of Lisbon (UTL). Its regulations define how it is organized and what its main tools are with a view to continuous quality improvement. The mission of the Quality Management Board of Instituto Superior Técnico (CGQ-IST) is to coordinate and manage the SIQuIST.

6.1.1 Quality Management Board of IST

The CGQ-IST is tasked with promoting assessment of quality and coordinating and managing THE SIQuIST, composed as follows:

- The President of IST or the member of the Governing Board of IST to which the latter delegates that competence;
- A representative from the Scientific Board;
- A representative (faculty member) from the Pedagogical Council;
- A representative (student member) from the Pedagogical Council;
- The Coordinator of the Strategic Planning and Studies Office;
- The Coordinator of the Quality and Internal Audit Area;
- The President of IST Students' Union or the student to which the latter delegates that competence.

Staff outside of the Board may also be invited to participate in the CGQ-IST, where applicable.

Within the framework of the Portuguese accreditation and assessment system and pursuant to the law and with due regard for the guidelines established by IST bodies, the CQG-IST shall propose procedures relating to quality assessment to be pursued by IST. In this regard, it shall guide its activity as follows:

- To promote teaching, research, technology transfer and management quality;
- To promote the development of an integrated institutional quality assurance culture;
- To coordinate the management and assessment processes of quality management and assessment developed by the services;
- To monitor research and teaching assessment, pursuant to article 22 of IST's By-laws, and the internal and external assessment processes;
- To provide information to IST's bodies, in particular to the School Assembly, on the activities carried out by the SIQuIST;
- To review how the SIQuIST operates, to draw up assessment reports and to give an opinion on proposed remedies that are deemed adequate to the Institution's sound performance and reputation;
- To draw up the IST Quality Manual and Plan and propose to the relevant bodies to adopt them;
- To propose to the pertinent bodies to adopt the creation of institutional structures in order to ensure that the quality assurance policy is put in place, namely the structures that may be necessary for carrying out the evaluation of the research and teaching activities;
- To deliver recommendations;
- To disclose internally and externally the actions and documents relating to the SIQuIST;
- To propose and review these Regulations;
- To adopt its Rules of Procedure.

6.1.2 Document structure of SIQuIST

The information generated, received and accumulated by the bodies and services, in the performance of their duties and activities, are recorded in different documents, which are critical tools for the decision-making process, the increase in efficiency and the recording of collective memory.

The Integrated Quality Management System of IST was designed in accordance with the document structure depicted in Figure 3 through which all methodologies associated with the development of the identified processes are established and communicated.



Figure 3 - Document Structure

There are also:

- i) The Quality Manual, which is one of the documents at the top of the document structure that describes the IST Quality Management System and defines its Quality Policy.
- ii) Manuals and Regulations, which define and describe the processes developed at IST (Manuals) and establish the tasks in detail, framed within a procedure, and define the rules that manage the activity of IST (Regulations).

- iii) Forms, Other Documents and Records, which result from the implementation of processes / activities and that show how the SIQuIST works.

7. PROCESSES

7.1. Vision of the Processes of IST and their interactions

Just as the Technical University of Lisbon (UTL) adopts a process-based approach (figure 4), so does IST, by identifying and managing those processes, and the sequence and interaction between them, while promoting greater transparency in activities, better communication and interaction between the different units and, finally, standardising the objectives to be achieved.

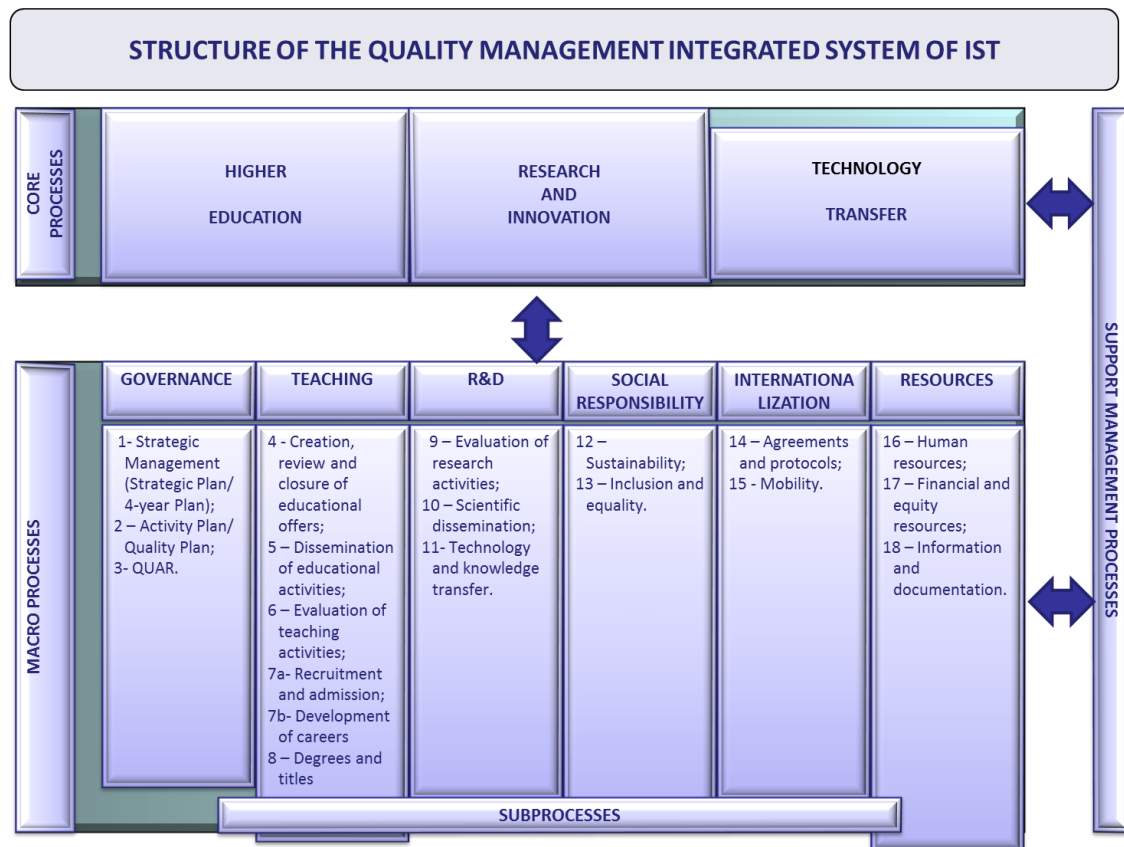


Figure 4 – The SiQuIST Structure

The Processes and Sub-processes are arranged hierarchically and depicted to ensure that the System and its Processes are understood and related:

The **macro-processes** are aimed at defining policies, standards, procedures, which are common to the institution, in line with the its strategy and objectives, (institution's major areas, including Governance, Education, R&D, Social Responsibility, Internationalization and Resources (figure 4)).

The **core processes** identify the institution's core activity, which refer to Education, Research and Technology Transfer (figure 4).

There are also **Management and Support processes** (figure 4), which are critical to the institution's operations, directly linked to management and support the macro and core processes, ensuring the necessary resources.

The Management and Support processes are described in the various volumes that constitute the Manual of Procedures of IST.

7.2. Summary of Processes and Sub-processes

According to the table below and to paragraph 7.1, the macro-processes are in line with the sub-processes, which are in turn in line with the areas of strategic action of IST. A personal will be responsible for each Process.

Table 3 - Interaction between the strategic areas and the SIQuIST

Instituto Superior Técnico						
Strategic areas of action		Macro Processes		Sub-processes		Indicators
		Designation	Person-in-charge	Designation	No.	Proposal
Strategic Planning	Internal Assessment, Communication, Global Initiatives	Governance	School Council	Strategic management of IST: Strategic Planning and four-year plan, Activity Plan, QUAR, Quality Management (Quality Plan)	1-3	See List of Indicators
			President of IST			
	Higher Education	Teaching	President of IST	Programme creation, review and shutdown	4	
				Teaching activity dissemination	5	
				Teaching activity assessment	6	
				Recruitment and admission	7	
				Degrees and titles	8	
	R&DI, Technology Transfer	R&D	President of IST	Research activity assessment	9	
				Scientific Dissemination	10	
				Technology and knowledge transfer	11	
		Social Responsibility	President of IST	Sustainability	12	
				Inclusion and equality	13	
	Internationalization	Internationalization	President of IST	Agreements and protocols	14	
				Mobility	15	
	Infrastructure, Services, Information Technologies, Funding	Resources	President of IST	Human Resources	16	
				Financial and equity resources	17	

				Information and documentation	18	
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7.3. Monitoring of SIQuIST

SIQuIST includes collection and analysis procedures of information on the activities carried out by IST, in order to match both indicators and actions. The IST Quality Plan defines the indicators, which are appropriate to obtain a macro analysis.

The CGQ-IST must develop measures for monitoring the SIQuIST, ensuring follow-up of how procedures are being carried out at IST. This activity entails constant and close contact with the respective stakeholders in the quality assurance processes and allows for safeguarding compliance with deadlines, effectiveness of information collection actions and analysis and definition of improvement actions. In this respect, the CGQ-IST should issue an annual assessment report, identifying the difficulties encountered and proposing the adaptations necessary for a more appropriate adjustment of the procedures.

IST features an information system, which provides indicators for all its areas of action. These indicators are arranged in accordance with the organization in macro processes (Government, Education, R&D, Social Responsibility, Internationalization and Resources).

The indicators, which are an integral part of the Quality Plan of IST, should ensure temporal stability for the characterization of the institution's action, measuring its performance in terms of the processes defined and therefore contributing to the strategic decision-making and the assessment of the fulfilment of IST objectives.

Annex I describes a number of indicators that may be used for each of the six macro processes and sub-processes.

8. DISSEMINATION OF THE EVALUATION OUTCOMES

The European standards and guidelines for quality assurance in Higher Education place emphasis on the regular publication of up-to-date quantitative and qualitative information, in an impartial and objective manner, notably in terms of the programmes and degrees offered and the levels of student satisfaction.

Aware of the pedagogical and facilitating role of the quality improvement process, IST seeks to ensure widespread dissemination of the evaluation outcomes of its activities within academia.

Responsibility for providing up-to-date information on SIQuIST rests with IST, notably in terms of objectives and procedures, identifying indicators, codifying information and establishing criteria of construal and dissemination of outcomes, allowing for consistent analysis of information.

9. MANAGEMENT OF THE QUALITY MANUAL

The CGQ-IST is responsible for the Quality Manual and is adopted by the President of IST. Then, it is disseminated on the website of the CGQ-IST and reviewed where changes/adjustments to the organization, processes and procedures, standards, guidelines arise, among other issues.

The summaries of the latest changes/adjustments to the Manual are described on the Review Map, at the beginning of the Manual.

10. ANNEXES

Annex 1 – Indicators

Macro Process	Name	Sub-proc.	Description
Governance	Deadline and elaboration	1 to 3	Compliance with deadline and elaboration
Governance	Definition of objectives	1 to 3	Rate of accomplishment of objectives set
Teaching	% of programmes accredited by A3ES	4	No. of programmes proposed /No. of programmes accredited by A3ES
Teaching	No. of programmes closed	4	No. of programmes closed
Teaching	No. of programmes offered per academic level/institution	4	No. of programmes offered per cycle, whether or not leading to a degree, and per institution
Teaching	No. of students enrolled per cycle and institution	4	No. of students enrolled in the institution leading to a diploma in the institution per cycle and per institution
Teaching	No. of fairs	5	No. of fairs
Teaching	Success and employability on the webpage	5	No. of programmes with information on success and employability on the webpage
Teaching	Dropout rate per area	6	$\frac{(\text{EnrolledN-1} - \text{Graduates N-1} - \text{Excluded} - (\text{EnrolledN} - \text{readmissions} - \text{enrolled for the 1}^{\text{st}} \text{ time, in 1}^{\text{st}} \text{ yearN})}{\text{EnrolledN-1}}$
Teaching	Rate of graduates per area	6	No. of graduates/No. of graduates enrolled in last academic year
Teaching	Rate of progress per area	6	Mean of academic year over No. of enrolments in the programme
Teaching	Survival rate per area	6	No. of graduate students in an academic year /No. of students enrolled 1st year X No. of years before, where N is the programme duration in years
Teaching	Mean time for the conclusion of the programme	6	Mean No. of years for the conclusion of the programme
Teaching	Mean waiting time for 1 st employment	6	Mean waiting time for 1 st employment

Teaching	Score per area	7	Mean Score of Seriation 1st phase, according to the DGES (only for 1 st cycle)
Teaching	Ratio of 1 st Option Candidates to No. of vacancies per area	7	No. of Candidates 1 st Option/No. of vacancies
Teaching	Rate of Occupancy per area	7	No. of Students Placed/No. of Vacancies 1 st phase
Teaching	No. of registration certificates	8	No. of graduates that asked for a registration certificate
Teaching	Number of graduates	8	No. of graduate students
Teaching	Mean waiting time per diploma/registration certificate	8	Mean waiting time for the Diploma (in days)
R&D	% Centres Rated Very Good (VG) and Excellent	9	No. of Centres rated VG and Excellent /No. of Units
R&D	% PhD Graduates Eligible in R&D Units Ranked VG and Excellent	9	% of PhD Graduates in R&D Units rated VG and Excellent versus Eligible PhD Graduates in R&D Units
R&D	Mean Size of R&D Units	9	No. of Eligible PhD Graduates /No. of R&D Centres and Units
R&D	Annual Funding per Eligible PhD Graduate	9	Annual Financing (Projects in progress that year)/No. of Eligible PhD Graduates
R&D	No. of Research Units and Institutes	9	No. of Research Centres and Units
R&D	No. of Eligible PhD Graduates or No. of FTE PhD Researchers	9	No. of Eligible PhD Graduates or No. of FTE PhD Researchers
R&D	R&D Projects	9	No. of R&D Projects
R&D	Quotes	10	No. of Quotes over the last five years
R&D	Quotes per eligible PhD	10	No. of Quotes per eligible PhD
R&D	Theses per eligible PhD	10	No. of MSc and PhD Theses /No. of Eligible PhD Graduates
R&D	Scientific Output	10	No. of publications (books edited/authored, chapters in books, papers in national / international journals, proceedings)
R&D	Scientific Output per Eligible PhD Graduate	10	No. of Publications/No. of Eligible PhD Graduates

R&D	Average level of graduate satisfaction	11	Average level of graduate satisfaction
R&D	Average level of employer satisfaction	11	Average level of employer satisfaction
Teaching / Resources	Student/Teacher ratio	11	No. Enrolled Students/No. FTE Teachers
Teaching / Resources	Student/m2 ratio	11	No. Enrolled Students/m2
Teaching / Resources	Student/Non-teaching staff ratio	11	No. Enrolled Students /No. Non-Teachers
Teaching / Resources	Non-teaching staff/Teacher ratio	11	No. Non-teaching staff/No. FET teachers
Resources	Course Revenue/Total Revenue	17	Weight of revenue per study cycle
Social Responsibility	% of courses in evening classes	12	No. of courses in evening classes /No. of courses offered
Social Responsibility	% of part-time students	12	No. of part-time students /No. of enrolled students
Social Responsibility	% of grantees	12	No. of social action grantees /No. of enrolled students
Social Responsibility	% of Working Students	12	No. of Working Students /No. of Enrolled Students
Social Responsibility	% students living away their official residence	12	No. of students admitted students, living away their official residence /No. of admitted students
Social Responsibility	Number of cafeterias/canteens	12	Number of cafeterias/canteens
Social Responsibility	Number of residences	12	Number of residences
Social Responsibility	Percentage of women students	13	Percentage of women students/Number of students enrolled
Internationalization	Percentage of theses carried out with external entities	14	Number of MSc theses carried out with external entities/Number of MSc thesis
Internationalization	Number of National Protocols	14	Number of National Protocols
Internationalization	Patents Awarded	11	Patents Awarded

Internationalization	Patents Submitted	11	Patents Submitted
Internationalization	Service Provision Projects	14	Service Provision Projects
Internationalization	Revenue from Service Provision Projects	14	Annual revenue from Service Provision Projects
Internationalization	Spin-offs	14	Number of Spin-offs
Internationalization	Double Degrees	14	Number of Double Degrees
Internationalization	International Protocols	14	Number of International Protocols
Internationalization	Percentage of teachers attending mobility programmes	15	Number of teachers attending mobility programmes /Number of teachers
Internationalization	Percentage of foreigner teachers	15	Number of foreigner teachers in the institution /Number of teachers
Internationalization	Percentage of foreigner researchers	15	Number of foreigner researchers in the institution /Number of researchers
Internationalization	Percentage of students attending mobility programmes	15	Number of students attending mobility programmes /Number of students enrolled
Internationalization	Percentage of foreigner students	15	Number of foreigner students attending the institution/ (No. of students enrolled + No. of students in mobility programmes)
Internationalization	Percentage of non-teaching staff attending mobility programmes	15	Number of non-teaching staff attending mobility programmes /Number of teachers
Internationalization	Number of programmes offering modules in English	15	Number of programmes offering modules in English of foreigner students
Resources	FTE PhD Teachers/Total FTE Teachers	16	No. of FTE PhD Teachers/Total FTE Teachers
Resources	Number of FTE teachers	16	Number of FTE teachers
Resources	Number of researchers	16	Number of researchers
Resources	Number of teachers	16	Number of teachers
Resources	No. of training hours/ staff ratio	16	No. of training hours/ No. of staff ratio (teaching and non-teaching)
Resources	Budget	17	Sum of available budget (State Budget +own resources)

Resources	Percentage of own resources	17	Amount of own resources /Percentage of budget available
Resources	Teaching spaces/floor area	17	Teaching spaces/floor area
Resources	Infrastructure	17	Distinguish by 3 types of spaces: floor area (m2), teaching spaces (classrooms, lecture halls, laboratories) and pedagogical/scientific activity (professors' offices, libraries, study rooms and IT rooms)
Resources	Average time of payments to suppliers	17	Average time of payments to suppliers (in days)
Resources	Costs with Staff/State Budget	17	Costs with Staff/State Budget
Resources	Library: Number of databases	18	Library: Number of databases
Resources	Library: No. of books	18	Library: No. of books
Resources	Library: Number of journals	18	Library: Number of journals
Resources	Library: Number of bibliographic records	18	Library: Number of bibliographic records
Resources	Number of dematerialized processes	18	Number of dematerialized processes