



Universidade do Minho

Quality Manual

**Synopsis of the Internal System for Quality Assurance of UMinho
(SIGAQ-UM)**



English version to be used for the A3ES ASIGQ2019 assessment

Versions history

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Acronyms and Abbreviations

A3ES	Agency for Assessment and Accreditation of Higher Education
AAUM	Students' Union of UM
AP	Pedagogical Audit
AS	Service Audit
CA-SIGAQ	Monitoring Committee of the Internal Quality Assurance System
CCAI	Standing Committee of UMinho Institutional Assessment
CCAS	Coordinating Council for Assessment of Services - Ministry of Finance
CGeral	General Council
CGestão	Management Council
CNPD	National Committee for Data Protection
DGAEP	Directorate-General for Administration and Public Employment
DGEEC	Directorate-General for Education and Science Statistics
DPO	Data Protection Officer
DUC	UC File
ECDU	Status of the University Teaching Career
ECIC	Status of the Career of Scientific Research
ECPDESP	Career Status of Polytechnic Higher Education Teaching Staff
ECTS	European Credit Transfer and Accumulation System
ENQA	European Association for Quality Assurance in Higher Education
FCT	Portuguese Foundation for Science and Technology
IES	Higher Education Institutions
TAG staff	Technical, Administrative and Management staff
PreSinUC	Pre-Signaling of UC
QC	Degree programme Questionnaire
Qid	Research Questionnaire - teachers
Qli	Research Questionnaire - researchers
QNE	New Student Questionnaire
QPEDT	Questionnaire - project, internship, dissertation and thesis
QRUC	Quick UC Questionnaire
QSt	Service Questionnaire - workers
QSu	Service Questionnaire - users
QUAR-UMinho	UMinho Annual Assessment and Accountability Framework
QUCd	Curricular Unit Questionnaire - teachers
QUCe	Curricular Unit Questionnaire - students
RAC	Activities and Accounts Report
RAD-UM	Regulations for the Performance Assessment of UMinho's
Teachers RAUM	UMinho Academic Regulations
RCa	Degree programme Report - annual
RCt	Degree programme Report - triennial
RDR	Results dissemination Report
RJIES	Legal Regime of Institutions of Higher Education
RJAES	Legal Framework for Teaching Assessment
Superior RUOS	Regulations for Service Units
RT	Rector
RUC	UC Report
RUI	Research Unit Report
RUOe	Report on Organic Unit – teaching
RUOeis	Organic Unit Report - teaching, research and services
RUOi	Organic Unit Report - research
RUOs	Organic Unit Report – services
RUS	Services Unit Report

S&R	Suggestions and Complaints
SASUM	UMinho Social Services
SCTN	National Scientific and Technological System
SIADAP	Integrated Management and Performance Assessment System in Public Administration
SIGAQ-UM	UMinho's Internal Quality Assurance System
SinC	Degree programme Signaling
SinS	Service Signaling
SinUC	UC Signaling
UC	UC Degree programme Unit
UMinho	University of Minho
UO	Organic Unit
VRT	Vice-Rector

1 Introduction

1.1 About the scope of the Quality Manual of UMinho

The Quality Manual (MQ) is the formal document that describes the overall design of institutional policy for quality and its implementation in an Internal Quality Assurance System (SIGAQ-UM). The MQ addresses and develops in particular the aspects below, in line with European and national quality assurance standards and applicable legal provisions:

- (1) the outlines of the Institutional Strategy for Quality, with particular emphasis on strategic priorities for each of the mission axes and framework areas contained in the action plan for the quadrennium;
- (2) the SIGAQ-UM organization (scope and objectives, coordination structures and levels of responsibility in the specific field of quality) and its interface with the governing and management bodies;
- (3) the monitoring, assessment and intervention methodologies aiming at a continuous improvement of the activities of the University of Minho (UMinho), detailed according to the nuclear processes of the institutional mission (teaching and learning, research and development, inter-institutional collaboration and interaction with community, internationalisation) and resource and support services management;
- (4) the production and dissemination of information, with regard to mechanisms for collecting and processing information and to the publicizing of relevant information to internal actors and stakeholders.

In view of the complexity of the teaching and learning processes, the MQ presents a particularly detailed specification in relation to the strategy and mechanisms for the assessment and improvement of activities of the education axis.

The MQ also includes a set of annexes that complement its contents, including indicator tables that allow a dynamic reading of UMinho's development and support to the strategic and systematic decision making. Taking into account that these indicators will evolve in no time in the context of the points **pq9** and **si18** of the action plans for improvement (see Annex3), which are framed in the functioning measures related to the Institutional Quality of the action plan for the four-year period, this version of the MQ contains the indicators tables formalized for the period 2013/18.

1.2 About the Elaboration and Approval of MQ-2.0/2019

The strategic coordination of the process that led to the preparation of this document was carried out by the Vice-Rector for Institutional Development, with the delegated responsibility of the coordination of SIGAQ-UM and supervision of Quality Assurance Services (SGAQ)¹.

To that end, a working group (Decision VRT-RJM-20/2018) was established to promote a comprehensive discussion, during 21 working meetings, on the revision of the SIGAQ-UM in force in 2013/18 and its consequent evolution for 2019/24 in which students, teachers, researchers, TAG²

¹ To simplify the language, in some parts of this report, he is referred to as "Vice Rector with the responsibility of Quality".

² By decision of the General Council, in 2019, non-teaching and non-researcher staff started to be referred to as "technical, administrative and management staff" (TAG) by Uminho.

workers, Service Unit leaders, members of the presidencies of the Organic Units, the Administrator and members of the Rectorate were invited to participate. The master lines of SIGAQ-UM for 2019/24 were also discussed at the Monitoring Committee (CA-SIGAQ) of SIGAQ-UM and of the Council of Presidents of Organic Units, as well as in two public sessions held on the UMinho campuses of Azurém and Gualtar.

The final draft of this version of the UM Quality Manual MQ-2.0/2019 was taken over and coordinated by the Vice-Rector for Institutional Development, assisted by higher technicians from his office. They have adopted a framework and terminology based on the current benchmarks of ENQA³ [ESG, 2015] and A3ES⁴ [MA-PT-ASIG, 2018; MA-PT-ASIG, 2018; GA-PT-ASIG, 2018; GA-EN-ASIG, 2018]. The English version was the responsibility of the Language Centre BabeliUM⁵. This MQ was validated and approved by the Rector through the Decision RT-33/2019, of 30 April.

1.3 Historical note on the Evolution of the Quality Mechanisms at UMinho

Since 1991, UMinho has assumed that quality and its guarantee is a fundamental vector for its functioning and development. This principle is enshrined in the statutes of UMinho's commitment to develop its activity impregnated by a culture of quality, based on responsibility, effectiveness of action and the prevalence of the general interest. The system for the internal guarantee of the quality of teaching, research and interaction with society projects is established by article 132 of the Statutes⁶.

UMinho began its academic activity in 1975 following an innovative model, in which each degree programme was considered a "teaching project", whose organization and functioning were supported by a structure of pedagogical coordination and management. This structure included the Degree Programme Director and the Degree Programme Committee (parity committee in which students participate). Degree programmes of the same scientific field were managed by a Degree Programmes Council.

A formal education assessment system was established in 1991, involving the application of pedagogical surveys on an annual basis to all undergraduate students, a systematic monitoring of school success and an internal system of reflection on the information collected.

The system was reinforced in 2004 through the creation of the Office for Quality Assessment of Teaching (GAQE), with the objective of planning and coordinating internal assessment exercises, interacting with the National Council for the Assessment of Higher Education (CNAVES) and promoting programs for the development of teachers' pedagogical skills and new methodologies of Teaching and Learning.

In 2009, the main internal quality assurance mechanisms included: the collection of internal feedback (surveys addressed to student and teachers) and external feedback (surveys addressed to former students and employers); the monitoring of academic achievement; the preparation of reflective summary reports by the Degree programme Directors, discussed in Degree programme Committees and Degree programme Councils; the identification of problematic aspects and the definition of

³ European Association for Quality Assurance in Higher Education (ENQA)
<http://enqa.eu>

⁴ Agency for Assessment and Accreditation of Higher Education (A3ES)
<http://www.a3es.pt>

⁵ <http://babelium.ilch.uminho.pt>

⁶ *Diário da República*, 2.ª série, n.º 183/2017, of 21 September

measures to mitigate or overcome them; and the participation in external institutional assessment exercises. The Internal Quality Assurance System at UMinho (SIGAQ-UM) was approved by Decision RT-67/2010, applied on an experimental basis in the academic year 2010/11 and established under the Quality Manual approved by Decision RT-37 / 2012.

In 2012, UMinho participated voluntarily in the A3ES experimental exercise for the audit of internal quality assurance systems of Higher Education Institutions (IES), and SIGAQ-UM was certified by the A3ES for six years (2013/18), with no conditions attached. The audit report emphasized the existence of an institutional policy for well-defined and documented quality, the integration of the system into the UMinho management model, the quality of the SIGAQ-UM documents and procedures, the functioning support information system, as well as the active participation of the academic community.

The SIGAQ-UM adopted in the 2013/18 period was guided by the indications provided by the European standards of 2012 and constant determinations at the date of the national legal regime, namely the A3ES benchmarks for internal quality assurance systems. During this period, the SIGAQ-UM was consolidated, highlighting, among the implemented changes, the revision of the criteria of reference of curricular units (UCs) and the integration of new functionalities, such as the IT support to the monitoring of the several instruments application and to the delegation of access to reflective summary reports during the elaboration phase. In the academic year 2016/17, SIGAQ-UM was extended to the 3rd cycle of studies programs, as well as to the UCs with their own specificities (dissertation, internship and project).

As part of the process of re-certification of SIGAQ-UM by the A3ES in January 2018, UMinho initiated a comprehensive discussion with a view to the strategic reflection behind the revision of SIGAQ-UM adopted in the period 2013/18 and consequent evolution for the period 2019/24. This evolution led to the simplification of instruments with shorter and closer periods of preparation, thus maintaining the opportunity for intervention; the optimization of the Signaling process of UCs, which may trigger the mechanism of pedagogical audits; the consolidation of the closure of the quality cycles at each level of intervention and the use of the information generated by the system in a more efficient way as an effective support to the strategic decision-making by the different bodies of UMinho.

In this process, UMinho also revisited its institutional policy and strategy for quality, as expressed in this document which is a new version of the Institution's Quality Manual.

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2 Brief Description of UMinho

UMinho was created in 1973⁷ and welcomed the first students in the academic year 1975/76. Since its inception, and in order to achieve its objectives, it has adopted an organization model called Project Groups, whose basic network constituted a matrix system involving projects and resources units. Its organizational structure was embodied in the Interim Internal Regulation (RIP), ratified in February 1976, which was in force during the UMinho installation period and remained, with the necessary adaptations, until the approval of its Statutes⁸. In 1976, there were 5 scientific-pedagogical units (Exact and Nature Sciences, Engineering, Social Sciences, Literature and Arts, Educational Sciences) that have contributed to the training projects in functioning in the Institution first years of existence.

With the approval of the Statutes, elaborated under the Law of University Autonomy⁹, UMinho has maintained the matrix and management model by objectives, providing a flexible organization capable of adapting to the challenges of innovation, the evolution of knowledge and increasing interdisciplinarity of knowledge, as well as the rationalization of resource management. For many reasons, the Statutes were amended four times¹⁰. With the publication in 2007 of the Legal Regime of Higher Education Institutions (RJIES)¹¹, UMinho has revised its Statutes¹², in order to adapt them to the new legal regime.

In 2016, UMinho became a public foundation under a private law regime¹³, with the consequent publication of new Statutes¹⁴. In 2017, some changes were introduced¹⁵, giving rise to the Statutes that are currently in force, within which UMinho's mission is to generate, disseminate and apply knowledge, based on freedom of thought and plurality of critical exercises, promoting higher education and contributing to the construction of a model of society based on humanist principles, which has knowledge, creativity and innovation as factors of growth, sustainable development, well-being and solidarity.

The fulfilment of its mission is carried out in an international frame of reference, based on the centrality of research and its close articulation with the teaching, by pursuing the following objectives: (1) human training at the highest level, in its ethical, cultural, scientific, artistic, technical and professional dimensions; (2) implementation of research, transfer, exchange, protection and enhancement of knowledge; (3) access to and enjoyment of cultural assets, cultural, scientific and technical exchange, interaction with society and social and economic development; (4) sustainability and competitiveness.

UMinho realizes its activity through projects of teaching, research and interaction with society, through Organic Units (UOs) and Cultural Units. See Annex1 for details on UMinho Units. See fig. 1

7 Decree-Law n.º 402/1973, of 11 August

8 *Diário da República*, 1.ª série, n.º 198/1989, of 29 August

9 Law n.º 108/1988, of 24 September

10 *Diário da República*, 2.ª série, n.º 296/1995, of 26 December

Diário da República, 2.ª série, n.º 41/1998, of 18 February

Diário da República, 2.ª série, n.º 119/2000, of 23 May

Diário da República, 2.ª série, n.º 40/2005, of 25 February

11 Law n.º 62/2007, of 10 September

12 *Diário da República*, 2.ª série, n.º 236/2008, of 05 December

13 Decree-Law n.º 4/2016, of 13 January

14 *Diário da República*, 2.ª série, n.º 228/2016, of 28 November

15 *Diário da República*, 2.ª série, n.º 183/2017, of 21 September

In addition to being organic subunits of UOs, most research centres are formally recognized by the FCT¹⁶ as Research Units of the National Scientific and Technological System (SCTN). Currently, there are 33 research centres spread over many UOs and 39% of them were given an Exceptional or Excellent rating by the FCT and 30% were rated with Very Good. With the approval of the Management Council, UMinho is associated with four associated laboratories, through its research centres. One of these laboratories is exclusively composed of UMinho research centres and is at the head of two collaborative laboratories recognized by the FCT and in partnership with companies.

UMinho has Cultural Units that contribute to the fulfilment of the institution's cultural policy, by promoting interaction with society and providing the cultural heritage under its responsibility for the development of research, dissemination and enjoyment activities.

UMinho also has Service Units that provide logistical, technical and administrative support to the Institution's activities, in order to ensure the achievement of its duties and the exercise of the powers of the Institution governing bodies, as well as of its UOs and Cultural Units.

UMinho also has Differentiated Units, created jointly with foreign entities, and participates actively in the enhancement of the chain of knowledge, by developing partnerships and projects with several companies as well as with technology and innovation centres, through legally autonomous entities, designated by participated entities. Some of these entities play the role of Interface Units within the UMinho innovation ecosystem.

UMinho is geographically located in: (1) three university campuses - Gualtar campus (located in Braga) and Azurém campus and Couros campus (both located in Guimarães); (2) three multifunctional complexes - Largo do Paço, Edifício dos Congregados and the Science and Technology Park (Avepark).

¹⁶ Portuguese Foundation for Science and Technology (FCT)
<http://www.fct.pt>

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3 Institutional Policy for Quality Assurance

3.1 Institutional Strategy for Quality

Since it was created, UMinho has assumed a clear institutional commitment to quality and quality assurance as a fundamental vector for its functioning and development. This commitment is enshrined in its Statutes which determine, in paragraph 3 of article 3, that UMinho develops its work according to a culture of quality and search for excellence based on responsibility, public service accountability, the effectiveness of its action and the prevalence of the general interest.

In order to achieve this purpose, UMinho has defined a policy (that sets the goals) and an institutional strategy for quality explicitly expressed in its Quality Manual and embodied in an internal quality assurance system, SIGAQ-UM. In order to address the challenges raised by European and national standards and guidelines for quality assurance in IEs (in particular those established by ENQA and A3ES) and taking into account other relevant complementary references in the field of Quality Management (such as those promoted by IPQ¹⁷, EFQM¹⁸, Baldrige¹⁹, Deming²⁰ and BSI²¹), SIGAQ-UM considers an integrated and holistic approach to quality and quality assurance at UMinho, in particular with regard to the explicit definition of internal standards for quality and organization of instruments (mainly questionnaires and reports) and quality assurance mechanisms (notably, markers, audits, suggestions and complaints) structured as a well-documented and consistently applied system. SIGAQ-UM has as its object the different aspects of the institutional mission and systematically covers all the activities developed by UMinho, characterized by a double dimension of support for strategic planning and continuous quality promotion and accountability to the community.

Thus, the starting point of the institutional policy for quality is the full assumption of the mission and goals of UMinho reflected into a medium-term strategic plan, in which the following strategic objectives stand out:

(1) In 2020 UMinho will be a centre of education, for the creation and enhancement of knowledge with great international attractiveness, based on the performance of its research centres and on the quality and distinction of its educational project. It has its knowledge, creativity and ethics as students identity marks, and is a promoter of economic, social and cultural development.

(2) UMinho should become an international reference in research as well as be one of the first three Portuguese universities in most of the indicators and the one with the greatest impact on socio-economic development.

(3) The institutional quality is the Uminho's goal. It is measured by the adoption of academic ethics guidelines, by the rigor and transparency of the management processes, by the effectiveness and

¹⁷ Award for Excellence (PEX-SPQ) awarded by the Portuguese Institute for Quality (IPQ)

<http://www1.ipq.pt/pt/spq/pex/Pages/PEX.aspx>

¹⁸ Award for Excellence awarded by the European Foundation for Quality Management (EFQM)

<http://www.efqm.org>

¹⁹ Malcolm Baldrige Award awarded by the National Institute of Standards and Technology (NIST)

<http://www.baldrige.nist.gov>

²⁰ Deming Prize awarded by Japanese Union of Scientists and Engineers (JUSE)

http://www.juse.or.jp/deming_en

²¹ Award for Excellence awarded by the Balanced Scorecard Institute (BSI)

<http://www.balancedscorecard.org>

efficiency of the administrative procedures, by the adequacy of the Institution's services structures, by the quality of life in campuses and by the financial sustainability.

In line with UMinho's mission and strategic objectives, the following documents should be considered as structuring elements for the development and implementation of quality policy:

- (1) the medium-term strategic plan (2013/20), which presents the vision for UMinho in the 2020 time frame (point 2 a), article 29 of the Statutes;
- (2) the action plan for the four-year mandate of the Rector (2017/21), which establishes the functioning measures, detailed with indicators and times of achievement, framed by strategic priorities and programmatic objectives (point 2 a), of article 29 of the Statutes;
- (3) UMinho's annual activity plan, which crops the action plan for the quadrennium on each mission axis and framework area (Article 29 (2) (d) of the Statutes);
- (4) UMinho's annual assessment and accountability framework (QUAR-UMinho)²² prepared in articulation with the action plan for the four-year period and UMinho's annual activity plan²³;
- (5) UMinho's activities and accounts report (RAC) (point w) of item 1, article 37 of the Statutes) and the activity reports of UOs, Service Units and Cultural Units;
- (6) the Quality Manual which contains the methodologies and procedures related to monitoring, assessment and intervention for continuous improvement of UMinho activities, carried out at different levels of management.

These documents thus establish the quality standards to be pursued by Uminho and are central parts of the strategy for quality and benchmarks for quality assurance. This approach provides the conditions to determine the degree of conformity of the actions developed and the results achieved against the established objectives and the defined goals, which allows to prospect corrections and eventually to reformulate the objectives and goals.

In the framework of the management practices adopted, UOs, Cultural Units and Service Units annually set their objectives, with reference to QUAR-UMinho, and prepare their business plans. QUAR-UMinho is also used as reference for the annual performance assessment of the Service Units and the services of each UO and each Cultural Unit.

The policy for quality also involves the establishment of an organizational culture to stimulate the motivation and involvement of the entire academic community in the processes related to quality, with a view to internalizing a quality culture that transcends all the activities and projects in which the assessment is seen as a natural element of UMinho activity, in the perspective of continuous improvement and to provide critical information on the level of achievement of the Institution's mission.

With regard to SIGAQ-UM, the Quality Manual describes, in particular, the scope and objectives, the strategic and functioning coordination structures, the roles and responsibilities of the different bodies, as well as the forms of involvement and participation of the different internal and external partners. The information produced by SIGAQ-UM is made available to the bodies and actors involved, which allows to compare the level of conformity of the actions developed and the results obtained with the objectives and goals defined in the activity plans of the UOs, Cultural Units, Service Units and UMinho.

²² Which can be accessed through the link <http://www.geadap.gov.pt/PaginasPublicas/Servicos.aspx>

²³ art.º 10.º Law n.º 66-B/2007, of 28 December

The coordination, articulation and support structures of SIGAQ-UM are:

- (1) the Vice Rector with the Quality department;
- (2) the Monitoring Committee (CA-SIGAQ) of SIGAQ-UM with articulation functions with UOs, Service Units and Cultural Units with respect to the functioning of institutional policy for quality;
- (3) the SGAQ as a service unit responsible for supporting the implementation and continuous improvement of SIGAQ-UM;
- (4) the UMinho Information System which includes a set of IT modules that support the instruments and mechanisms provided for in SIGAQ-UM.

In each area of analysis, the strategy for monitoring, assessment and improvement is developed at successive progressively aggregated levels of intervention. The dynamics created by this hierarchical structure of reflection and self-assessment has been positive, from the point of view of the impact of the system in the continuous improvement of UMinho activity, making sure that every situation is accompanied by the necessary reflection.

In order to pursue the policy for quality, academic integrity and vigilance against academic fraud and against all forms of intolerance or discrimination against students or UMinho workers (teaching, research and TAG careers), construct the principle of the UMinho Code of Ethical Conduct (Decision RT-47/2012). This Code represents an affirmation of values and a set of norms that guide the mission of UMinho in its activities of teaching and learning, of scientific research and interaction with society, based on the ethical principles of equity and justice, respect for dignity of the human being and personal and professional responsibility. In addition, the Ethics Council (Deliberation CGeral-35/2018), established by article 70 of the Statutes, has the mission to support the design and monitoring of policies and actions to safeguard ethical and deontological principles in the fields of research scientific, teaching, interaction with society and the general functioning of UMinho.

UMinho promotes the values of sustainability in its projects, by stimulating the quality of the environment it provides to the community, encouraging the adoption of more sustainable life models, and ensuring, in particular, the continuous improvement of the quality of life in the campuses.

In short, the institutional policy and strategy for the quality of UMinho take into account the guidelines established by the national and European quality assurance systems of higher education and are at the service of developing an institutional culture of continuous quality improvement. SIGAQ-UM, as an organizational achievement of institutional policy and strategy for the quality of UMinho: (1) has defined programmatic objectives in formally institutionalized strategic documents; (2) incorporates structures and levels of responsibility for coordination, articulation and functioning; (3) has functional instruments and mechanisms for the consultation of stakeholders and monitoring practices in the different aspects of UMinho's activities; (4) promotes the production of performance indicators and the reflection leading to the continuous improvement of the Institution; (5) adopts academic ethics guidelines.

3.2 Articulation with the Bodies and Stakeholders

UMinho privileges the participation of relevant internal and external stakeholders in strategic planning and quality assurance processes, through the participation of: (1) governing and consultation bodies and other UMinho structures; (2) in explicit quality assurance and monitoring processes.

The regular treatment of quality issues in a truly transversal manner and with the systematic involvement of representatives of the different stakeholders in these bodies makes it possible, to address the effectiveness and efficiency of SIGAQ-UM instruments and mechanisms, as well as the strategic options underlying the self-assessment processes leading to the accreditation of study cycles, SIGAQ-UM certifications and institutional assessment. In this sense, it is an institutional strategy to involve external members in the consultative councils of UOs, Research Centres and educational programmes. According to the Statutes, the Committees of Degree programmes are constituted equally by teachers and students.

UMinho has a model of organization and management that is based on the articulation between the strategic orientation of the Institution and its policies, developed by the governing bodies envisaged in the RJIES, and the strategic orientation of the UOs, within the scope of their respective autonomies. The model adopted also promotes the interaction between Uos/Cultural Units/Service Units, with a view to developing initiatives that fulfill their mission and objectives, providing multidisciplinary approaches and efficiency in the use of their resources and means. This way of functioning favors the articulation between SIGAQ-UM and the academic management bodies, with a close link between the different aspects of analysis.

UMinho is governed by the following bodies: General Council (CGeral), Rector (RT) and Management Council (CGestão). These bodies are responsible for directing UMinho in its scientific, pedagogical, cultural and interaction activities with society, as well as ensuring the planning and administrative and financial management of the Institution.

UMinho also has advisory bodies that are responsible for advising the General Council and the Rector and issuing opinions in accordance with the provisions of the Statutes. The Academic Senate, the Cultural Council, the Council of Presidents of UOs, the Disciplinary Council and the Ethics Council are Consultative bodies. There is also a Ombudsman that integrates the Student Ombudsman (Cgeral Deliberation-03/2010) and the Institutional Provider (CGeral-Deliberation-36/2018).

As regards UOEs, the governing bodies are: the Unit Council, the Unit's President, the Scientific/Technical-Scientific Council and the Pedagogical Council. The UOEs can be structured in departments and research centres, according to consolidated domains of knowledge.

As mentioned before, the institutional strategy support documents coincide with the documents through which the quality strategy is developed and the programmatic objectives and related functioning measures are defined. This SIGAQ-UM organizational model favors quality assurance processes and promotes the active participation of the actors involved in these processes, ensuring adequate support for strategic planning at the different levels of responsibility.

With regard to the use of information generated by SIGAQ-UM as a tool for strategic management, it is the task of the Unity Councils of the UOs and the Rector, based on the reflective-summary reports and activities, to analyze annually the level of objectives and goals achievement proposed in the different strategic management instruments, based on the panel of indicators and the analyzes carried out. They should also promote a broad discussion about them.

It is the responsibility of the Rector to coordinate and approve the reformulations of his plan of action, as well as the programs of promotion of quality and the corresponding allocation of the means necessary for its execution. UMinho's annual reports and activity plans should also incorporate the

above-mentioned analyzes and be discussed by the Academic Senate. It is the responsibility of the General Council to approve the annual plans and review the activity reports. The information generated by SIGAQ-UM should constitute a tool to support the preparation of the medium-term strategic plan of UMinho. It is the responsibility of the General Council to approve it.

Through CA-SIGAQ, the organizational structure is one of the strengths and cohesion points of SIGAQ-UM. Therefore, CA-SIGAQ is responsible for coordinating efforts with UOs, Service Units and Cultural Units regarding the functioning of the institutional policy for quality in the different fields of UMinho's activities (teaching, research and services). (1) to promote internal audits in the different areas, when the results of the activities observed by questionnaires and signaling mechanisms indicate the need for complementary analyzes; (2) to discuss plans for the recovery of expected levels of quality in the different aspects to solve the problems identified, proposed by UOs, Service Units and Cultural Units; (3) to promote the development of a portfolio of practices of merit that brings together suggestions for improvement in the different aspects, as long as they are relevant and can be applied; (4) provide periodic reflections on how the instruments and mechanisms of SIGAQ-UM are designed, implemented and adopted in the different aspects, based in particular on the systematization resulting from the annual report on the functioning of SIGAQ-UM.

CA-SIGAQ is chaired by the Vice-Rector with the Quality department. The CA-SIGAQ must meet monthly with the representatives of the UOs, Service Units, Cultural Units and students, teachers, researchers, TAG staff and the Administrator of UMinho and the Administrator of UMinho Social Services (SASUM) should be present too. Periodically, the meetings may be held together with the UOs as a way to get closer to educational degree programme directions and research centres. Annually, one of the meetings (organized as an annual event dedicated to Quality in UMinho) must be the continuous improvement of SIGAQ-UM itself. CA-SIGAQ meetings must be attended by the following actors:

- (1) the Vice Rector with the department of Quality, who chairs;
- (2) the senior manager of the SGAQ, who is the secretary;
- (3) a representative of the Directorate of Information Systems and Technology Services (DTSI), appointed by its senior manager;
- (4) a representative of each of the UOs who, depending on the agenda of the meeting, should be either the member of the Presidency of the UO with the corresponding department of the subject under discussion (Teaching or Research) or the Secretary of the UO at meetings that deal with services;
- (5) a representative of the Cultural Units designated by the Cultural Council;
- (6) the UMinho Administrator;
- (7) the SASUM Administrator;
- (8) the senior manager of each of the Service Units, in the meetings about the services;
- (9) a student representative, appointed by the President of the UMinho Students' Union (AAUM);
- (10) three student representatives, appointed by (and among) the student representatives in the Academic Senate, and representatives of the cycles of studies leading to the undergraduate, master and PhD degrees;
- (11) a representative of teachers, appointed by (and among) the representatives of teachers in the Academic Senate;
- (12) a representative of the PhD researchers appointed by (and among) the representatives of the PhD researchers in the Academic Senate, at meetings about research or services;
- (13) a representative of the TAG staff, designated by (and among) the representatives of the TAG staff in the Academic Senate, in meetings dealing with services;

(14) a person of recognized merit, with relevant knowledge and experience in the fields of assessment and quality assurance in IES, designated by the Rector, for the annual meeting on the continuous improvement of SIGAQ-UM itself. For each meeting, the president of CA-SIGAQ may invite other actors that he deems relevant for the proper conduct of activities.

The close articulation between SIGAQ-UM and UMinho's bodies and structures, through management by proximity performed by the members of CA-SIGAQ, is a facilitator of quality assurance processes and a catalyst for the active participation of the actors involved, while ensuring adequate support for strategic planning at the different levels of responsibility. Thus, as promoters within the contexts in which they operate in their units and jurisdictions, it is the responsibility of the members of CA-SIGAQ: (1) to disseminate quality institutional policy; (2) explain the role of SIGAQ-UM instruments and mechanisms as regards quality assurance; (3) mediate communication between the community to which they belong and the coordination structures of SIGAQ-UM; (4) lead continuous quality improvement initiatives within its units and jurisdictions.

In 2017, the Coordinating Committee for Institutional Assessment (CCAI) was set up to carry out the strategic coordination of the institutional self-assessment process with A3ES (Decision RT-19/2017), which focuses on the quality of the IES performance, as well as each of its UOs, with a view to improving the quality of IES, providing information to society on the performance of institutions and developing an internal institutional culture of quality assurance.

Thus, based on the quality policy coordinated by the Vice-Rector responsible for the Quality and articulation with the entire academy implemented within the framework of CA-SIGAQ and CCAI, SIGAQ-UM is an important unifier of the strategic management of UMinho, in order to support decision-making, in particular:

- (1) to establish, in a common way to all UOs, Service Units, Cultural Units, instruments and mechanisms for planning, diagnosis and production of indicators that allow the analysis of results and support for continuous improvement;
- (2) to facilitate intra-institutional relations with regard to common actions for the functioning of institutional policy for quality as a way of improving the cohesion between bodies and structures, taking into account the existing diversity;
- (3) to provide informational support, based on UMinho's strategic plan, to UOs, Service Units, Cultural Units in pursuit of its strategic objectives, in order to promote the quality of training, research, artistic creation, cultural interaction with society and services provided.

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4 Quality Assurance in the Nuclear Processes of the Institutional Mission

4.1 Teaching and Learning

The action plan for the four-year period defines the "mission axis on education" a set of programmatic objectives, functioning measures and performance indicators. As a strategic priority in this area, we aim to provide a high-quality higher education, deepening the nature of UMinho as a "complete university" through innovative and socially relevant projects, in a large number of training areas, in different training modalities and methodologies, aimed at different audiences.

The Academic Regulation (RAUM) systematically compiles in a single document all the academic rules, aiming at programming, managing and operating teaching activities, as well as defining the rules for admission, attendance and completion of the study cycles (Decision RT-43/2017).

Design and approval of the educational offer

The quality policy covers the entire life cycle of educational projects, involving in particular the creation of UOs (as proponents), governing bodies (the Rector), as well as the consulting bodies (such as the Academic Senate). It is up to the UOs to draw up their proposals on the basis of documents produced by committees and working groups which should also include students, experts in the field and potential future employers, with the purpose of structuring the study plan and programmatic content in order to guarantee the educational progression of the students, as well as the interaction with professional contexts.

The educational offer must show an expressive level of adaptation to personal and social needs, respecting and attending to the diversity of students and their needs and allowing flexible learning paths (at the level of option UCs or of the branches of specialization in several degree programmes, namely, integrated master's degree).

It is the responsibility of UOs to promote programs for the integral education of students through the provision of transversal training components to the different educational degree programmes, as well as through encouraging students to engage in meaningful cultural and sporting practices. The "Opção Uminho" (which aims at promoting the creativity and the reflexive and critical thinking needed to analyze contemporary problems, generate innovative and sustained solutions and the full and active participation of students in society) should be progressively extended to all initial training course. (Decision RT-20/2019).

The formal project approval process should be based on documents with detailed planning of the implementation of the pedagogical activities, including the specification of the learning objectives (knowledge, skills and competences) as well as the expected students workload expressed in ECTS. The annual educational offer map must be approved by Decision RT/C.

Student-centred teaching, learning and assessment

The UC coordinator is responsible for completing the curricular unit Dossier (DUC) online, which should include all elements related to UC organization and planning, such as learning objectives, teaching and assessment methods, bibliography and activity scheduling.

It is the competence of the Pedagogical Council of each UO to approve the assessment regulations applicable to the educational degree programmes, taking into account the provisions of the RAUM. The type of learning assessment to be adopted (ongoing/continuous assessment or at specific moments/periodic assessment), in order to assess the level of student performance (knowledge, skills, attitudes), should consider the expected learning outcomes established in the DUC. Students may request access to the tests, reassessment or claim of classifications obtained by using the available formal mechanisms and procedures.

Students that are integrated in special attendance regimes (such as student workers, associative leaders, high-level athletes, students with special needs) should benefit from adjusted assessment schemes, in accordance with the provisions of the RAUM.

Admission of students, progression, recognition and certification

The regulations for admission and functioning of educational degree programmes that are part of the training offer must be approved by Decision RT. The rules and deadlines for the selection and ranking of the candidates at the admission tests for the 2nd and 3rd cycle educational degree programmes, as well as their non-degree educational programmes should be disclosed and approved by Decision of the Scientific/Technical-Scientific Councils of UOs.

As a way of recognizing the importance of stimulating successful learning paths, it is the responsibility of the UOs to promote student participation in academic merit support programs, as well as in activities eligible for the Diploma Supplement (Decision RT-32/2017). It is also the responsibility of the UOs to collaborate with: (1) the Tutorials and Mentoring Program, which aims at integrating new students into the UMinho ecosystem and prepare the students in the more advanced stages of their training for the professional world; (2) the Observatory for Student Academic Career (ObservatoriUM), which, in collaboration with the Office for the Promotion of Academic Success (GPS), identifies student profiles and important determinants of academic achievement, characterizes training pathways, draws and proposes initiatives to promote their full development (Decisions RT-64/2016 and RT-46/2018); (3) the Program for the Support of Innovation and Development Projects in Teaching and Learning (Decision RT-81/2018).

Continuous monitoring and periodic review of degree programmes

It is up to the UOs to periodically review the educational degree programmes, addressing issues such as the adjustment of learning objectives and content (ensuring their relevance on the basis of the most recent research in the disciplinary field concerned), teaching and assessment methods and curricular structure. As in the case of the creation of new teaching projects, the periodic review of the educational degree programmes should take into account documents produced by committees and work groups, in particular whilst preparing the self-assessment processes for re-accreditation with the A3ES.

Based on the data provided by DGEEC²⁴ and on a set of employability indicators, the SGAQ annually draws up the report "Unemployment of University of Minho Graduates". This report is provided by the UOs and presents: (1) a comparative analysis between the data of these indicators for UMinho graduates and the national situation; (2) a detailed critical analysis per indicator and for the overall

²⁴ Directorate-General for Education and Science Statistics (DGEEC)
<http://www.dgeec.mec.pt>

outcomes; (3) the systematization of the evolution of the indicators in the three most recent years by educational degree programme.

Besides monitoring the professional career of graduates and establishing communication links between UMinho, employers and former students, the portal <http://alumni.uminho.pt> collects the awareness of graduates and employers about the quality of the educational offer and its adaptation to the evolving needs of the labor market and thus contributes to assess and improve the training outcomes and to take decisions regarding the possible adjustment of the profile of the educational offer.

Instruments and mechanisms in education

As for teaching, the SIGAQ-UM presents successive levels of intervention, progressively aggregated, and is based on the application of questionnaires and the elaboration of reflective summary-reports, from the closest level of the learning environments (UC), covering, at the following levels of analysis, the Educational Degree programme, the UO and UMinho (as a whole) and consequently involving students, teachers, UC coordinators, degree programme directors, degree programme committee, department director, vice president of UO responsible for the teaching, president of UO, CA-SIGAQ, Vice-Rector responsible for the Quality.

In addition to the awareness of the expectations, needs and satisfaction obtained through the application of the different questionnaires, SIGAQ-UM should promote the regular and systematic production of performance indicators dedicated to the strategic decision-making process aimed at improving the quality of education, in Annex 4 of this manual. The results of the questionnaires and the indicators should constitute basic information for the preparation of the different reflective summary-reports. These are essentially analytical and should contain the analysis of the teaching activities carried out by the UOs, the identification of weak and strong points and consequent proposals for improvement plans.

Based on the reports and proposals submitted to the Rector as a result of the application of the SIGAQ-UM mechanisms and instruments, it is incumbent upon the Pedagogical Committee of the Academic Senate to analyze the processes and results of the assessment of the teaching projects and to decide on the measures considered necessary for the improvement of teaching activities.

The list of teaching instruments and mechanisms is currently listed below, mostly as a result of successful experience of the implementation of SIGAQ-UM during the period 2013/18, as well as the review and evolution for the period 2019/24 promoted by Decision VRT-RJM-20/2018: QNE (New Student Questionnaire), QRUC (Quick UC Questionnaire), QUCE (UC Questionnaire - students), QUCd (UC Questionnaire – teachers), QPEDT (PEDT Questionnaire - project, internship, dissertation and thesis), QC (Degree programme Questionnaire), RUC (UC Report), RCa (Degree Programme Report - Annual), RCt (Degree programme Report – Triennial), RUOe (UO report – teaching), DUC (UC File), PreSinUC (UC Pre-signaling), SinUC (UC Signaling), SinC (Degree programme Signaling), AP (Pedagogical Audit), RUOeis - teaching, research and services), RAC (Report of Activities and Accounts of UMinho), S&R (Suggestions and Complaints).

It is worth noting the students' perception of teaching perception questionnaire in two new instruments: (1) a quick UC questionnaire (QRUC) - used to collect the students' opinion about generic aspects related to UC and, based on pre-signaling criteria, indicate the need to deeply consult students through the application of the QUCE questionnaire; (2) UC student questionnaire (QUCE) - serves to gather students' opinion on in-depth aspects related to UC when there is a pre-signaling

resulting from the application of QRUC. The questionnaires used to collect teachers' opinion on aspects related to UC (QUCd) and the questionnaires to collect students' opinion about aspects related to the functioning of the study cycle (QC) have been improved. In order to ensure greater effectiveness as a tool to support reflection, the reports that aim at quality perceived at UC (RUC), cycle of studies (RCa) and UO (RUOe) have also evolved.

The instruments and mechanisms applicable at each of the levels of intervention should be subject to formal characterizations (specifications and procedures) institutionalized through Decisions and Circulars of the Vice-Rector responsible for Quality and corresponding institutional dissemination.

4.2 Research and Development

The action plan for the four-year period sets out a set of programmatic objectives, functional measures and performance indicators in the "research and innovation mission axis". As a strategic priority in this field, the intention is to consolidate the scientific research carried out at UMinho, by ensuring its excellence, impact and openness, and making quantitative and qualitative progress in the results of its activity in all areas where it operates.

According to the Statutes, the research centres are formally constituted as organic subunits of UOs, with the respective models and management bodies defined in a specific regulation approved by the Rector. UMinho's strategy of funding and incentives for scientific production is largely based on research centres, in line with the corresponding research policy defined by the Scientific / Technical-Scientific Council of the UO.

The provisions of Decision RT-44/2011 relating to the protection and enhancement of intellectual property generated within UMinho or achieved through the use of its resources should be taken into account in order to encourage and sensitize teaching, development of innovative projects, as well as to promote sustained forms of valuing the knowledge generated in the Institution.

It is the responsibility of the research centres, in collaboration with the Scientific/Technical-Scientific Council of the UOs, to cooperate with the educational departments of the UOs in promoting research-based teaching, namely by enabling students to be involved in ongoing research, as well as the sharing of resources and research contexts in support of the activities required to the UCs with a laboratory component and the development of dissertations and theses. As regards the UOs whose research centres are responsible for the management of the 3rd cycle programs, it is exclusively up to them to implement mechanisms of articulation between teaching and research in this cycle of studies.

It is incumbent upon teachers who carry out their scientific research activities at UMinho research centres (Decision RT-9/2018) to promote the cofunctioning between teaching and research, in particular as regards the contact of students with research and innovation activities from the earliest years, placing at the service of teaching the challenges stemming from their experience in funded research projects, in order to stimulate in students the critical and innovative spirit.

Instruments and mechanisms in the research field

Although most research centres are evaluated regularly by the FCT, as the SCTN Research Unit, as a basis for reasonably developed and internationally agreed methodologies, SIGAQ-UM should complement the adoption of instruments and mechanisms for assessment and improvement, in particular the collaboration between teaching and research and high-level professional development.

In the research field, the SIGAQ-UM presents successive levels of intervention, progressively aggregated, and is based on the application of questionnaires and the preparation of reflective summary reports, from the closest level of the research contexts, covering, at the levels research centre, UO and UMinho (as a whole) and consequently involving researchers, teachers, research centre directors, UO research vice president, UO president, CA -SIGAQ, Vice Rector responsible for Quality.

In addition to the perception of the expectations, needs and satisfaction obtained through the application of the different questionnaires, SIGAQ-UM should promote the regular and systematic production of performance indicators dedicated to strategic decision-making aimed at improving research quality, in Annex 4 of this manual. The results of the questionnaires and the indicators should constitute basic information for the preparation of the different reflective summary reports. These are essentially analytical and should contain the analysis of the research activities carried out by the research centres, the identification of weak and strong points and consequent proposals for improvement plans.

Based on the reports and proposals submitted to the Rector as a result of the application of the SIGAQ-UM mechanisms and instruments, it is incumbent upon the Scientific Committee of the Academic Senate to analyze the processes and results of the assessment of the scientific projects and to decide on the measures considered necessary for the improvement of research activities.

Most of the portfolio of instruments and mechanisms in the research field listed below are the result of successful experience of the application of SIGAQ-UM during the 2013/18 period, as well as review and evolution for the period 2019/24 promoted by Decision VRT-RJM-20/2018: Qli (Research Questionnaire - research), Qld (Research Questionnaire - teachers), RUI (UI Report), RUOi (UO report - research), RUOeis (UO report - teaching, research and services), RAC (Report of Activities and Accounts of UMinho), S&R (Suggestions and Complaints).

It is worth mentioning the incorporation, for the first time, of questionnaires to collect researchers and teachers opinion on aspects related to research support (Qli and Qld, respectively).

The instruments and mechanisms applicable at each of the levels of intervention should be subject to formal characterizations (specifications and procedures) institutionalized through Decisions and Circulars of the Vice-Rector responsible for Quality and corresponding institutional dissemination.

4.3 Inter-institutional collaboration and interaction with Community

The action plan for the four-year period specifies a set of programmatic objectives, functioning measures and performance indicators in the "mission axis on interaction with society". As a strategic priority in this field, we intend to participate actively in the cultural, social and economic development of people, territories and the country, by valuing talent and contributing to the construction of a more developed, more equitable and more sustainable society.

The interaction with society takes place mainly through two dimensions: (1) interaction with the economic and productive fabric, a context in which research centres and participation in Interface Units are of great relevance; (2) cultural activity, promoted within the scope of Cultural and Differentiated Units.

A very substantial part of the activities of interinstitutional collaboration, provision of services abroad, integration in and national and international projects and partnerships and obtaining the corresponding own revenues is directly under the responsibility of UOs, namely of their research centres. In this context, the SIGAQ-UM instruments and mechanisms developed for teaching and research must cover these aspects of interaction with society.

The Cultural Council is responsible for monitoring and assessing the quality of the activities carried out by the Cultural Units, through the issuing of opinions on the cultural policy of UMinho and the coordination of the activities of the Cultural Units. The Cultural Council shall prepare annual plans and activity reports. With the participation of a representative of the Cultural Council in the regular meetings of CA-SIGAQ, the self-assessment components of the reports of activities related to Cultural Units (relevant to the promotion of quality improvement) should follow the principles established by SIGAQ-UM for the reports adopted in the areas of teaching, research and services.

Monitoring and assessment of the quality of the activities carried out by the Cultural Units, Differentiated Units and Interface Units, in particular in the strategic and financial aspects, is carried out annually by the Rector in the framework of the elaboration of the Activity Report by the Secretariat of the Management and Accounts Committee (RAC) to be communicated to the Minister of Supervision²⁵. This assessment may result in UMinho's decision to extinguish or transform Cultural and Differentiated Units and withdraw from Interface Units, after deliberation by the General Council.

4.4 Internationalisation

The four-year action plan sets out in the "Strategic Priority for Internationalisation" a set of programmatic objectives, functioning measures and achievement indicators that are transversal to the "mission, education, research and innovation and interaction with society" axes. As a strategic priority in this field, we aim to deepen the quality of UMinho's internationalization in its mission areas, reinforcing its presence in international networks, consolidating strategic partnerships and intensifying its activities, especially within the framework of the European Higher Education Field.

The activities related to internationalisation are mainly developed through three dimensions: (1) the mobility and internal (incoming) and outgoing exchanges of students, teachers and technical, administrative and management staff, under the coordination International Relations Services (SRI); (2) the development of joint teaching projects, double degree and co-tutelage agreements and the new challenges associated with globalization and new types of teaching (such as distance learning, online degree programmes, which allow to obtain certification in non-degree degree programmes), under the leadership and initiative of UOs; (3) research and innovation, in particular as regards cofunctioning with foreign researchers and institutions, under the leadership and initiative of research centres.

The analysis of the efficiency and alignment of SRI with the strategic priority for Internationalisation should be ensured by the SIGAQ-UM instruments and mechanisms developed for services. In addition, the monitoring and assessment of the quality of the activities developed by SRI, in particular with regard to the recruitment of international students in mobility programs, as well as the international mobility of UMinho students, should be ensured by the instruments and mechanisms of

²⁵ Decree-Law n.º 183/1996, of 27 September

SIGAQ-UM developed for teaching. Also these instruments and mechanisms should cover the activities related to Internationalisation developed by UOs.

The provisions of Decision RT-44/2017 concerning the hosting of national and foreign PhD candidates, teachers and researchers for the completion of study periods in the framework of doctoral projects in other national and foreign IES, and advanced scientific post-doctoral stages should be respected.

A very substantial part of the Internationalisation activities of research and innovation (namely participation in partnerships with foreign research centres, providing the development of joint projects and the publication of collaborative scientific articles, as well as integration into international research networks) directly under the responsibility of research centres. In this context, the SIGAQ-UM instruments and mechanisms developed for the research field should cover these Internationalisation aspects of UMinho.

5 Quality Assurance in Resources Management and Support Services

5.1 Staff Management

Within the strategic priorities of the "mission axes of education, research and innovation and interaction with society" as well as the "institutional quality framework", the four-year action plan sets out a set of programmatic objectives, functioning measures and performance indicators associated with staff management. The strategic objectives are: (1) to promote the pedagogical qualification of teachers, namely in function of the characteristics of UMinho's new audiences and new educational technologies; (2) strengthen the body of researchers; (3) promote the active participation of researchers and teachers in formulating, monitoring and assessing public policies; (4) improve the teacher assessment system; (5) increase the training and qualification of TAG staff.

Under the leadership and coordination of the Rector, the needs of teaching staff should be evaluated annually based on evolutionary perspectives in the medium term and complying with a set of procedures such as: (1) approval of the degree programmes for each school year and the corresponding number of vacancies; (2) data collection on indicators such as the number of students-equivalent and number of students per teacher in each subject area; (3) discussion with the UOs on the functional profiles and competences of the teachers that will be hired, taking into account the provisions of Decision RT-59/2013 on the service provision of university career teachers.

The process of recruiting and selecting candidates for the filling of vacancies foreseen in the maps of teaching staff is governed by the Statute of the University Teaching Career (ECDU)²⁶ and the Statute of the Teaching Staff of Polytechnic Higher Education (ECPDESP)²⁷, as well as in the corresponding internal regulations (Decisions RT-95/2010 and RT-96/2010). The procedures for the recruitment teaching staff with a special contract are governed by Decision RT-42/2010.

When it became a public foundation under a private law regime, the recruitment of research staff is governed by the regulation approved by Decision RT-40/2018, taking into account the provisions of the Statute of the Career of Scientific Research (ECIC)²⁸. As regras relativas ao regime de férias do pessoal docente e investigador encontram-se regulamentadas pela Deliberação CGestão-09/2019. The rules regarding the holidays scheme of teaching and research staff are regulated by the CGP-09/2019 Deliberation.

As regards the TAG staff, alWhen it became a public foundation under a private law regime, the filling of vacancies is regulated by Decision RT-28/2017. Career management is governed by Decision RT-17/2018 and duration and working hours by Decision RT-44/2016.

The recruitment, selection and filling of intermediate management positions (heads of Service Units) are in accordance with the Staff Regulations of the Central and Regional and Local Administration Offices and Agencies²⁹, in the General Labor Law in Public Functions³⁰, as well as specific regulations produced by UMinho (Decision RT-92/2018).

²⁶ Decree-Law n.º 205/2009, of 31 August

²⁷ Decree-Law n.º 207/2009, of 31 August

²⁸ Decree-Law n.º 124/1999, of 20 April

²⁹ Law n.º 2/2004, of 15 January

³⁰ Law n.º 35/2014, of 20 January

The assessment system of career teachers and specially hired teaching staff has as main objective the enhancement of the performance of teachers and the continuous improvement of their activity, while fulfilling UMinho's mission and objectives. This system is regulated at two levels: (1) at UMinho level, known as the University of Minho Teachers' Performance Assessment Regulation (RAD-UM) and approved by Decision RT-58/2010; (2) at the level of each UO, designated RAD-UOEI, where the specificities of the disciplinary areas must be considered. The performance assessment is based essentially on the report of the activities of the teacher, which is elaborated according to a model approved by the Scientific or Technical-Scientific Council of the OU, which must include, in particular, the indication of the results of the SIGAQ-UM questionnaires, as well as degrees and academic qualifications obtained in the period in question. The assessment focuses on: (1) teaching; (2) scientific research, cultural creation or technological development; (3) university extension, scientific dissemination and economic and social valuation of knowledge; (4) university management.

The assessment of the performance of the TAG staff and of the heads of Service Units with a public service contract occurs within the scope of the Public Administration Workers' Performance Assessment Subsystem (SIADAP3)³¹ and the Management Performance Assessment Subsystem of the Public Administration (SIADAP2)³² of the Integrated Management and Performance Assessment System in Public Administration (SIADAP). After it became a Foundation, the assessment of performance under private law contracts is governed by a separate regulation (Decision RT-71/2017). In both schemes, the performance assessment aims, in general, to identify the personal and professional potential of the worker, the diagnosis of training needs and the promotion of career progression.

Since 2017, the strategy for the continuous training of teachers has been based on the IDEA-UMinho Centre (Decision RT-54/2017), which aims to promote innovation and the development of teaching and learning in its multiple contexts, focusing on the value of teaching as the centrepiece of UMinho's mission. IDEA-UMinho Centre proposes a regular training offer, promotes and stimulates project competitions, disseminates quality practices in the different contexts of teaching and learning, encourages innovation in teaching methods and the use of information technologies and stimulates the link between education and research. Training is also offered in distance education, which allows teachers to acquire the skills to design and implement online degree programmes at UMinho.

In cofunctioning with the Scientific/Technical-Scientific Councils of the UOs, it is the responsibility of the Research Centres to promote the continuous training of doctoral researchers integrated in their career, within the scope of their strategic projects approved by the FCT. In this context, it is important to raise awareness of researchers to cooperate with teaching activities in the three cycles of studies.

UMinho recognizes the continuous training and qualification of TAG staff (including the heads of Service Units) as a process for greater efficiency, effectiveness and quality of services, and the guiding principles of their professional training are defined in Decision RT-15/2011, which explains the organization of this training, as well as the procedures associated with its implementation. In articulation with the strategy established by the Vice Rector for the training of TAG staff, it is incumbent upon the Administrator to publish annually a Circular with the training plan directed to workers integrated into the TAG careers.

³¹ title iv of Law n.º 66-B/2007, of 28 December

³² title iii of Law n.º 66-B/2007, of 28 December

In any of the careers (teaching, research and TAG), the importance of the organization of programs for the reception of new workers is highlighted as a way of promoting responsibility, effectiveness of action and the prevalence of the general interest, in a cofunctioning perspective, mutual support and work ethics.

5.2 Support Services

Within the strategic priority of the "institutional quality framework", the four-year action plan sets out a set of programmatic objectives, functioning measures and performance indicators associated with Support Services. The strategic objectives are: (1) to deepen the administrative modernization; (2) improve performance levels of Service Units.

The Organic Regulation of Service Units (RUOS), approved by Decision RT-49/2010, establishes the organization and attributions of the Service Units and the competencies and responsibilities of their managers, while ensuring the mechanisms that guarantee the articulation and standardization of procedures, as well as administrative simplification.

The Service Units are units of logistical, technical and administrative support for UMinho's activity and are intended to ensure the continuation of the Institution's attributions and the exercise of the powers of its governing bodies, as well as its Organizational, Cultural and Differentiated Units (point 1 of article 120 of the Articles of Statutes).

The analysis of the efficiency and alignment of activities (developed by the Service Units and also by the services provided by the UOs with the strategic objectives contained in the four-year action plan for administrative modernization, debureaucratization, quality and innovation of services³³) should be carried out by the SIGAQ-UM instruments and mechanisms.

When, in addition to the assessment and accreditation of IES carried out by the A3ES, the services provided by the Service Units benefit or are subject to the obligation to obtain external certification by a legally recognized body, it is the responsibility of the Administrator and the supervisor of the Service Unit, in collaboration with the strategy established by the Vice Rector responsible for the Quality department, to supervise the processes that lead to certification. The adoption of the benchmarks associated with these certifications should be aligned with the SIGAQ-UM instruments and mechanisms developed for services. All external certifications and corresponding internal organizational processes are considered to be an integral part of SIGAQ-UM.

Instruments and mechanisms in services

In spite of the quality of the services provided by the Service Units being already in line with what is stipulated in the Public Administration Services Performance Assessment Subsystem (SIADAP1)³⁴ of the Integrated Management and Performance Assessment System in Public Administration (SIADAP) and aligned with the QUAR-UMinho (Decision RT-25/2017), SIGAQ-UM should adopt instruments and mechanisms that integrate them; ie the design of SIGAQ-UM instruments and mechanisms for services, in addition to the ENQA and A3ES frameworks, should take into account the good practices

³³ point 2 art.º 40.º of Decree-Law n.º 135/99, of 22 April

³⁴ title ii of Law n.º 66-B/2007, of 28 December

recommended by CCAS³⁵ and DGAEP³⁶ (namely the experience of application to European level of CAF³⁷).

In terms of services, SIGAQ-UM presents successive levels of intervention, progressively aggregated, and is based on the application of questionnaires and the preparation of relectie summary reports, from the level that is the closest to the context in which the service is provided, covering at the next levels of analysis the Service Unit, UO and UMinho (as a whole) and consequently involving users, workers, senior manager of Service Unit, supervisor of Service Unit, secretary of UO, President of UO, CA-SIGAQ, Vice-Rector responsible for Quality.

In addition to the perception of the expectations, needs and satisfaction obtained with the application of the different questionnaires, SIGAQ-UM should promote the regular and systematic production of performance indicators dedicated to the strategic decision making leading to the improvement of the quality of services, contained in Annex 4 of this manual. The questionnaires and indicators results should provide background information for reflective summary reports. These are essentially analytical and should contain the analysis of the services provided by the Service Unit or UO, the identification of weak and strong points and consequent proposals for improvement plans.

Based on the reports and proposals submitted to the Rector as a result of the application of the SIGAQ-UM mechanisms and instruments, it is incumbent upon the Administrator, in cofunctioning with the strategy established by the Vice Rector for administrative modernization, to analyze the processes and results of the assessment services and to decide on the measures considered necessary for the improvement of the activities of the services.

The list of instruments and mechanisms in the service sector currently includes the following list, most of them resulting from successful experience of the application of SIGAQ-UM during the period 2013/18, as well as the review and evolution for the period 2019/24 promoted by Decision VRT-RJM-20/2018: QSu (Service Questionnaire - users), QSt (Service Questionnaire - workers), RUS (Service Unit Report), RUOs UO report - services), SinS (Signaling Service), AS (Service Audit), RUOeis (UO Report - teaching, research and services), RAC (UMinho Activity and Account Report), S&R (Suggestions and Complaints).

It is worth mentioning the incorporation, for the first time, of: (1) questionnaires to collect, together with users and workers, the opinion on aspects related to the quality of service provided and operating conditions (QSu and QSt, respectively); (2) a UO report at the service level (RUOs), which includes fields for self-assessment, such as the critical analysis of the achievement of the functioning objectives, as well as the analysis of the efficiency, effectiveness and quality of service performance based on the results of the application of QSu and QSt questionnaires; (3) signaling and service audit mechanisms (SinS and AS).

The instruments and mechanisms applicable at each of the levels of intervention should be subject to formal characterizations (specifications and procedures) institutionalized through Decisions and Circulars of the Vice-Rector responsible for Quality and corresponding institutional disseminatio

³⁵ Coordinating Council for Assessment of Services (CCAS)
<http://www.ccas.min-financas.pt>

³⁶ Directorate-General for Administration and Public Employment (DGAEP)
<http://www.dgaep.gov.pt>

³⁷ Common Assessment Framework (CAF)
<http://www.caf.dgaep.gov.pt>

6 Management and Publication of Information

6.1 Information System

Within the strategic priority of the "institutional quality framework", the action plan for the four-year period sets out an functioning measure whose objective is to improve the information systems and management tools in use at UMinho, dematerialisation of administrative processes, clarification of decision circuits and their simplification, as well as the strengthening and consolidation of an integrated Information System.

The Information System must cover the majority of UMinho's organizational processes, from the financial and patrimonial area to the more academic activities in the educational and scientific areas. The entire infrastructure of information technologies and application support is developed and functioningally managed by the Directorate of Information Systems and Technology Services (DTSI) and Communications Services (SCom).

In accordance with the provisions of the General Regulation on Data Protection (RGPD)³⁸, UMinho has appointed (Decision RT-44/2018) and notified a Data Protection Officer (DPO) to the supervisory authority³⁹. The DPO is responsible for informing and advising UMinho's bodies, units and members of their obligations regarding data protection and information security. In view of the technical guidelines contained in Council of Ministers Resolution No. 41/2018⁴⁰ regarding the security architecture of the networks and information systems and procedures to be adopted in order to comply with the RGPD standards, a working group was created (Decision VRT-RJM-12/2018) to advise the Vice-Rector of information systems in the definition of measures for the implementation of the RGPD and in the monitoring of corresponding short and medium term implementation plans.

The computer support to SIGAQ-UM is integrated into UMinho's own information system, allowing the collection and systematic treatment of relevant information. The software modules supporting SIGAQ-UM should provide management functionality of the instruments and mechanisms used in the internal quality assurance processes, namely the collection, processing and dissemination of the basic information needed for the application of those instruments and mechanisms, as well as the articulation with the different IT modules supporting the processes of academic management, research activities and Service Units. The majority of the dematerialized functions associated with the instruments and mechanisms of SIGAQ-UM are accessible to the different communities of UMinho in the area dedicated to Quality in the portals <http://www.uminho.pt> e <http://alunos.uminho.pt>.

6.2 Publication of Information

UMinho assumes, at the highest level, the principles of transparency and dissemination of its information, invoking them at different points in its Statutes. The implementation of this policy is reflected in the exploration of several mechanisms that allow the publication of information by the different organs, services and communities of UMinho. The list of these mechanisms for publicizing institutional information includes the following:

³⁸ Regulations (UE) 679/2016, of 27 April

³⁹ National Committee for Data Protection (CNPd)
<http://www.cnpd.pt>

⁴⁰ *Diário da República*, 1.^a série, n.º 62/2018, of 28 March

- (1) the Communication, Information and Image Office (GCII), which is responsible for publishing and disseminating information and for all press and media relations work, with an internal communication network that was established for this purpose;
- (2) an institutional portal ⁴¹ and four specialized portals with public part and private part ⁴²; each UO, Research Centre and Interface Unit has its own portal to publicize and reinforce its image and public responsibility, duly interoperable when applicable, with UMinho's central portals and Information System;
- (3) presence in different social networks (Facebook⁴³, Instagram⁴⁴, LinkedIn⁴⁵, YouTube⁴⁶, Twitter⁴⁷); several UOs, Research Centres and Interface Units manage specific presences in some of these networks;
- (4) regular publication of newsletters and newspapers about the cultural, sports and academic activity of UMinho⁴⁸.

Based on these mechanisms, UMinho established procedures for the regular provision of public information, namely, on:

- (1) the mission and objectives of the institution, its Statutes and regulations, as well as those of the organizational units that constitute it⁴⁹;
- (2) the training offer, the learning objectives and qualifications awarded in relation to each degree programme⁵⁰;
- (3) the qualification and assignment of teaching staff to UOs and degree programmes⁵¹;
- (4) student access and guidance policies⁵²;
- (5) degree programme planning and methodologies for teaching, learning and student assessment⁵³;
- (6) mobility opportunities⁵⁴;
- (7) the rights and duties of students⁵⁵;

⁴¹ <http://www.uminho.pt>

⁴² <http://intranet.uminho.pt>

<http://alunos.uminho.pt>

<http://alumni.uminho.pt>

<http://elearning.uminho.pt>

⁴³ <http://www.facebook.com/uminhooficial>

⁴⁴ http://www.instagram.com/universidade_do_minho

⁴⁵ <http://www.linkedin.com/school/universidade-do-minho>

⁴⁶ <http://www.youtube.com/channel/UCAGnIMMRlrfbE-aeZjKJWg>

⁴⁷ http://twitter.com/UMinho_Oficial

⁴⁸ <http://www.nos.uminho.pt>

<http://www.dicas.sas.uminho.pt>

<http://editora.uminho.pt>

⁴⁹ <http://www.uminho.pt/InformacaoInstitucional>

<http://intranet.uminho.pt>

⁵⁰ <http://www.uminho.pt/OfertaEducativa>

<http://www.uminho.pt/AdmissaoCursos>

Decisions RT/C related to Academic Services

[http://intranet.uminho.pt/Public_Part/Publication_Institucional/Decisions, Circulars and Deliberations](http://intranet.uminho.pt/Public_Part/Publication_Institucional/Decisions,_Circulars_and_Deliberations)

⁵¹ <http://www.uminho.pt/CorpoDocente>

⁵² <http://alunos.uminho.pt/candidatos>

<http://www.uminho.pt/BalcaoEstudanteInternacional>

⁵³ <http://www.uminho.pt/OfertaEducativa>

⁵⁴ <http://www.uminho.pt/mobilidade>

⁵⁵ <http://alunos.uminho.pt/InfoUteisRegulamentos>

<http://www.uminho.pt/ProvedorEstudante>

<http://www.uminho.pt/ConselhoEtica>

Academic Regulations (RAUM)

[http://intranet.uminho.pt/Public_Part > Publication Institucional/Decisions, Circulars and Deliberations](http://intranet.uminho.pt/Public_Part/Publication_Institucional/Decisions,_Circulars_and_Deliberations)

- (8) school social action services⁵⁶;
- (9) mechanisms to deal with suggestions and complaints⁵⁷;
- (10) access to material resources and support services to education⁵⁸;
- (11) the results of job placement⁵⁹;
- (12) internal quality assurance policies, accreditation certificates and assessment results of the institution and its study cycles⁶⁰.

As regards the SIGAQ-UM instruments and mechanisms, the dissemination of the results of its implementation must take place in a structured way, taking into account the different hierarchical levels of bodies, positions and functions to establish access criteria to the different levels of information aggregation. Included in this dissemination are, in particular, the results dissemination reports, instrument monitoring reports, reflective summary reports, reports on pedagogical audits, UC recovery plans (as a result of pedagogical audits), degree programme recovery plans (as a result of degree programme signaling) and service audit reports. In this regard, cybersecurity procedures should be adopted to ensure the integrity and confidentiality of information.

For bodies and positions with large institutional responsibilities, the business analytics software module should allow access to a set of key indicators on educational issues, research projects, human resources and financial resources. The different statistics and dashboards made available should highlight UMinho's development and performance trends in the different aspects and should be an aid to strategic decision-making.

⁵⁶ <http://www.uminho.pt/ServicosAcaoSocial>
<http://www.uminho.pt/GabineteInclusao>

⁵⁷ <http://www.uminho.pt/SugestoesReclamacoes>,
<http://intranet.uminho.pt/SugestoesReclamacoes>
<http://alunos.uminho.pt/SugestoesReclamacoes>

⁵⁸ <http://www.uminho.pt/UnidadesServicos>
<http://www.uminho.pt/viver>

⁵⁹ <http://www.uminho.pt/empregabilidade>

⁶⁰ <http://www.uminho.pt/Qualidade>
<http://www.uminho.pt/OfertaEducativa>

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7 Meta- and External Assessment

Since 2010, UMinho's institutional policy for quality has formally considered meta-assessment efforts as one of its essential characteristics, namely through the adoption of mechanisms to promote the continuous improvement of SIGAQ-UM itself in order to ensure that its evolution occurs consciously and explicitly at the highest institutional level. The assessment and continuous improvement of SIGAQ-UM should be supported in the following actions:

- (1) The Vice-Rector responsible for the Quality department establishes annual plans for the development and evolution of SIGAQ-UM and for the continuous improvement of the services performed by the SGAQ.
- (2) CA-SIGAQ promotes periodic reflections on how the instruments and mechanisms of SIGAQ-UM are conceived, implemented and adopted in the different aspects of UMinho activities. At each CA-SIGAQ meeting (on a monthly basis and incorporated into the UMinho annual meeting plan), a progress report on the design, implementation and adoption of the SIGAQ-UM is presented, allowing ongoing monitoring performance. In an annual, one-day event, the in-depth improvement of SIGAQ-UM and compliance with the annual implementation plan for improvement points are discussed in depth.
- (3) Within the contexts in which they operate in their units and jurisdictions, quality promoters permanently listen to the academic community and propose, at CA-SIGAQ headquarters, improvements in the instruments and mechanisms of SIGAQ-UM.
- (4) SGAQ, as a service unit responsible for the implementation support and continuous improvement of SIGAQ-UM, continuously monitors the system (in particular as regards the degree of effectiveness of the different instruments and mechanisms in each unit and Uminho and draw up, under the coordination of the Vice Rector, the annual report on the functioning of SIGAQ-UM (follow-up report).
- (5) The CCAI meets once a year to discuss the implementation of the improvement aspects of UMinho at institutional level that result from the meta-assessment mechanisms of SIGAQ-UM.
- (6) UMinho periodically promotes an external institutional assessment conducted by an international organization of recognized suitability in the area, which focuses in particular on the internal quality assurance system.

Under the coordination of the Vice Rector responsible for the Quality department, the Quality Manual (MQ) should be reviewed annually as a consequence of the assessment and continuous improvement process of SIGAQ-UM or whenever any inappropriate changes. SGAQ is responsible for: (1) the updating and publication of the MQ; (2) the archive of obsolete digital versions of MQ and the current editable version, supported by DTSI. It is incumbent upon the Vice Rector to propose to the Rector a new version of the MQ for approval.

The MQ may be revised either as a whole or by specific parts. However, any changes to its content imply the issuance of a new version. In the case of a global revision, the numerical reference of the version must be increased by one unit and the decimal part should be reset to zero. In the case of partial revisions, the unit must be maintained and the decimal part increased (this was the case of the 2012 version, where the numerical reference became "MQ-1.1/2012"). A pdf file with qualified digital

signatures of the Vice-Chancellor with the Quality Board (who proposes) and the Rector (who approves) without any changes introduced after the signatures is considered a "original copy" of the MQ. By version, there may be two variants of MQ signed on different dates: (1) a Portuguese script (in the case of the current version, the reference number of this variant is "MQ-2.0/2019-pt"); (2) another written in Portuguese and English (in the case of the current version, the reference number of this variant is "MQ-2.0/2019-en"). All digital copies which are not in these circumstances or have been printed on paper shall be considered as "uncontrolled copies". An original copy of the MQ must be available for free consultation on the institutional portal <http://www.uminho.pt>.

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Annex1: Structural, Support and participated Units of Uminho

A.1.1 Organic Units (Schools and Institutes)

Escola de Arquitetura
School of Architecture
<http://www.arquitetura.uminho.pt>

Escola de Ciências
School of Sciences
<http://www.ecum.uminho.pt>

Escola de Direito
School of Law
<http://www.direito.uminho.pt>

Escola de Economia e Gestão
School of Economics and Management
<http://www.eeg.uminho.pt>

Escola de Engenharia
School of Engineering
<http://www.eng.uminho.pt>

Escola de Medicina
School of Medicine
<http://www.med.uminho.pt>

Escola de Psicologia
School of Psychology
<http://www.psi.uminho.pt>

Escola Superior de Enfermagem
School of Nursing
<http://www.esen.uminho.pt>

Instituto de Ciências Sociais
Institute of Social Sciences
<http://www.ics.uminho.pt>

Instituto de Educação
Institute of Education
<http://www.ie.uminho.pt>

Instituto de Letras e Ciências Humanas
Institute of Arts and Humanities
<http://www.ilch.uminho.pt>

Instituto de Investigação em Biomateriais, Biodegradáveis e Biomiméticos
Research Institute on Biomaterials, Biodegradables and Biomimetics
<http://i3bs.uminho.pt>

A.1.2 Research Units (FCT)

Centro de Biologia Funcional de Plantas (CBFP) – Integra o BioISI
Plant Functional Biology Centre - Member of BioISI
<http://bioisi.pt>

Centro de Biologia Molecular e Ambiental (CBMA)
Centre of Molecular and Environmental Biology
<http://cbma.uminho.pt>

Centro de Ciência e Tecnologia Têxtil (2C2T)
Centre for Textile Science and Technology
<http://www.2c2t.uminho.pt>

Centro de Ciências da Terra (CCT) – Pólo UMinho
Earth Sciences Centre
<http://www.i-c-t.pt>

Centro de Engenharia Biológica (CEB)
Centre of Biological Engineering
<http://www.ceb.uminho.pt>

Centro de Engenharia Mecânica e Sustentabilidade de Recursos (MEtRICs)
Mechanical Engineering and Resource Sustainability Center
<http://www.metrics.pt>

Centro de Estudos de Comunicação e Sociedade (CECS)
Communication and Society Research Centre
<http://www.cecs.uminho.pt>

Centro de Estudos em Direito da União Europeia (CEDU)
Centre of Studies in European Union Law
<http://www.cedu.direito.uminho.pt>

Centro de Estudos em Geografia e Ordenamento do Território (CEGOT) – Pólo UMinho
Centre of Studies in Geography and Spatial Planning
<http://cegot.pt>

Centro de Estudos Humanísticos da Universidade do Minho (CEHUM)
Center for Humanistic Studies
<http://cehum.ilch.uminho.pt>

Centro de Ética, Política e Sociedade (CEPS)
Centre for Ethics, Politics and Society
<http://ceps.ilch.uminho.pt>

Centro de Física das Universidades do Minho e do Porto (CF-UM-UP)
Centre of Physics of the Universities of Minho and Porto
<http://www.cf-um-up.pt>

Centro de Investigação ALGORITMI (CALG)
ALGORITMI Research Centre
<http://algoritmi.uminho.pt>

Centro de Investigação e Tecnologias Agro-Ambientais e Biológicas (CITAB) – Pólo UMinho
Centre for the Research and Technology of Agro-Environmental and Biological Sciences
<http://www.citab.utad.pt>

Centro de Investigação em Ciência Política (CICP)
Research Center in Political Science
<http://www.cicp.eeg.uminho.pt>

Centro de Investigação em Educação (CIEd)
Research Centre on Education
<http://www.cied.uminho.pt>

Centro de Investigação em Estudos da Criança (CIEC)
Research Centre on Child Studies
<http://www.ciec-uminho.org>

Centro de Investigação em Justiça e Governança (JusGov)
Research Centre for Justice and Governance
<http://www.jusgov.uminho.pt>

Centro de Investigação em Psicologia (CIPsi)
Psychology Research Center
<http://www.psi.uminho.pt>

Centro de Investigação Interdisciplinar em Direitos Humanos (DH-CII)
Interdisciplinary Research Centre for Human Rights
<http://www.dh-cii.eu>

Centro de Matemática (CMAT)
Centre of Mathematics
<http://www.cmat.uminho.pt>

Centro de Química (CQ)
Chemistry Research Centre
<http://www.cq.uminho.pt>

Centro de Território, Ambiente e Construção (CTAC)
Centre for Territory, Environment and Construction
<http://ctac.uminho.pt>

Centro em Rede de Investigação em Antropologia (CRIA) – Pólo UMinho
Centre for Research in Anthropology
<http://cria.org.pt>

Centro Interdisciplinar de Ciências Sociais (CICS) – Pólo UMinho
Interdisciplinary Centre of Social Sciences
<http://cics.uminho.pt>

Centro para os Microssistemas Eletromecânicos (CMEMS)
Centre for Microelectromechanical Systems
<http://www.mems.dei.uminho.pt>

Grupo de Investigação em Biomateriais, Biodegradáveis e Biomiméticos (3Bs)
Research Group on Biomaterials, Biodegradables and Biomimetics
<http://3bs.uminho.pt>

Instituto de Investigação em Ciências da Vida e da Saúde (ICVS)
Life and Health Sciences Research Institute
<http://www.icvs.uminho.pt>

Instituto de Polímeros e Compósitos (IPC)
Institute for Polymers and Composites
<http://www.ipc.uminho.pt>

Instituto para a Sustentabilidade e Inovação em Estruturas de Engenharia (ISISE)
Institute for Sustainability and Innovation in Structural Engineering
<http://www.isise.net>

Laboratório de Instrumentação e Física Experimental de Partículas (LIP) – Pólo UMinho
Laboratory of Instrumentation and Experimental Particle Physics
<http://www.lip.pt>

Laboratório de Paisagens, Património e Território (Lab2PT)
Landscapes, Heritage and Territory Laboratory
<http://www.lab2pt.net>

Laboratório de Software Confiável (HASLab) – Integra o INESC TEC
High-Assurance Software Laboratory
<http://haslab.uminho.pt>

Núcleo de Investigação em Políticas Económicas (NIPE)
Centre for Research in Economics and Management
<http://www.nipe.eeg.uminho.pt>

Unidade de Investigação em Ciências da Saúde: Enfermagem (UICISA:E)
Health Sciences Research Unit: Nursing
<http://www.esa.uminho.pt/pt/Investigar>

A.1.3 Cultural Units

Arquivo Distrital de Braga (ADB)
District Archive of Braga
<http://www.adb.uminho.pt>

Biblioteca Pública de Braga (BPB)
Braga Public Library
<http://www.bpb.uminho.pt>

Casa Museu de Monção (CMM)
House Museum of Monção
<http://www.casamuseumoncao.uminho.pt>

Centro de Estudos Lusíadas (CEL)
Lusíadas Studies Centre
<http://www.cel.uminho.pt>

Museu Nogueira da Silva (MNS)
Nogueira da Silva Museum
<http://www.mns.uminho.pt>

Unidade de Arqueologia (UA)
Archaeology Unit
<http://www.uaum.uminho.pt>

Unidade de Educação de Adultos (UEA)
Unit for Adult Education
<http://www.uea.uminho.pt>

A.1.4 Service Units

<http://www.uminho.pt/UnidadesServicos>

Assessoria Jurídica (AJ)
Legal Advising Office

Direção de Recursos Humanos (DRH)
Human Resources Services

Direção de Tecnologias e Sistemas de Informação (DTSI)
Information Systems and Technology Services

Direção Financeira e Patrimonial (DFP)
Finance and Asset Management Services

Divisão Académica (DA)
Academic Affairs Office

Gabinete de Apoio a Projetos (GAP)
Research Projects Support Office
<http://www.gap.uminho.pt>

Gabinete de Apoio ao Ensino (GAE)
Teaching Support Office

Gabinete de Auditoria e Controlo (GAC)
Audit and Control Office

Gabinete de Comunicação, Informação e Imagem (GCII)
Communication, Information and Image Office

Gabinete para a Inclusão (GPI)
Inclusion Issues Office
<http://www.gpi.uminho.pt>

Serviços Académicos (SAUM)
Administrative Academic Services

Serviços de Acção Social (SASUM)
Social Services
<http://www.sas.uminho.pt>

Serviços de Apoio ao Reitor (SAR)
Rector Support Staff

Serviços de Comunicações (SCOM)
Networking and Communication Services
<http://www.scom.uminho.pt>

Serviços de Documentação (SDUM)
Documentation Services
<http://www.sdum.uminho.pt>

Serviços de Garantia e Qualidade (SGAQ)
Quality Assurance Services
<http://www.sgaq.uminho.pt>

Serviços de Relações Internacionais (SRI)
International Relations Services
<http://www.sri.uminho.pt>

Serviços Técnicos (ST)
Technical Services

A.1.5 Differentiated units

Biblioteca Lúcio Craveiro da Silva
Lúcio Craveiro da Silva Library
<http://www.blcs.pt>

Casa de Sarmento
The House of Sarmento
<http://www.csarmento.uminho.pt>

Instituto Confúcio
Confucius Institute
<http://www.confucio.uminho.pt>

A.1.6 Interface Units

TecMinho
<http://www.tecminho.uminho.pt>

Pólo de Inovação em Engenharia de Polímeros (PIEP)
Innovation Pole in Polymer Engineering
<http://www.piep.pt>

Centro de Computação Gráfica (CCG)
Center for Computer Graphics
<http://www.ccg.pt>

Centro para a Valorização de Resíduos (CVR)
Center for the Valorization of Waste
<http://www.cvresiduos.pt>

Centro Clínico Académico – Braga (2CA-Braga)
Clinic Academic Center – Braga
<http://www.ccabraga.org>

Instituto de Design de Guimarães (IDEGUI)
Design Institute of Guimarães
<http://www.idegui.org>

Spinpark – Centro de Incubação de Base Tecnológica
Spinpark Technology Incubation Center
<http://www.spinpark.pt>

Laboratório Colaborativo em Transformação Digital (DTx)
DTx Digital Transformation CoLab
<http://www.dtx-colab.pt>

Laboratório Colaborativo ProChild
ProChild CoLAB Against Poverty and Social Exclusion
<http://www.prochildcolab.pt>

Annex2: Decisions, Circulars and Other Documents UMinho

Section	Description	Publication	Obs.
Education	Academic Regulations of UMinho (RAUM)	Decision RT-43/2017	1
	Regulation of the Program to Support Projects for Innovation and Development of Teaching and Learning	Decision RT-81/2018	1
	Exam regulations specifically appropriate to assess the ability of over 23-year-olds to attend the University of Minho	Decision RT-09/2014	1
	Regulations of graduate programmes: Doctoral programmes, Master's and Specialisation Programmes	Decision RT-01/2007 modified by Decision RT-47/2013	1
	Regulations of the Preparation Degree programme and Assessment of the ability of over 23-year-olds to attend Higher Education	Decision RT-51/2014	1
	Regulations of the regimes of re-access, change of degree programme and transfer /UMinho's programmes	Decision RT-55/2018	1
	Regulation of Special access regime to Medical School for undergraduate degree with integrated Master holders	Decision RT-01/2019	1
	Regulations of Special Access regime of the International Students to Study Cycles leading to undergraduate Degrees or to Integrated Study Cycles leading to a Master's Degree at UMinho	Decision RT-74/2018	1

Obs:

(1) [http://intranet.uminho.pt Public_Part](http://intranet.uminho.pt/Public_Part) > Institucional Publication > Decisions, Circulars and Deliberations

Section	Description	Publication	Obs.
Education	Regulations of professional internships	Decision RT-133/2008	1
	Regulations of the bestowal of the merit school award to UM students	Decision RT-39/2017	1
	Regulations of UMinho Student Ombudsman	Resolution CGestão-3/2010	1
	Regulations of Choice UMinho	Decision RT-50/2015	1
		modified by Decision RT-20/2019	
	Regulations of Programme Councils and Degree Programme Committees	Decision RT-108/2008	1
		modified by Decision RT-123/2008	
	Regulations of UMinho fees	Decision RT-36/2018	1
	Regulations of UMinho distance learning programmes	Decision RT-45/2017	1
	Regulations for the bestowal of the merit school award to UM students	Decision RT-48/2017	1
	Procedures and criteria to organise and decide on the processes of creation, modification and suppression of degree programmes and to review the degree programmes on a regular basis	Decision VRT-RVC-2/2014	1

Obs:

(1) http://intranet.uminho.pt/Public_Part > Institucional Publication > Decisions, Circulars and Deliberations

Section	Description	Publication	Obs.
Education	Regulations of Recruitment Competition for Teachers at UMinho	Decision RT-95/2010	1
	Regulations of Recruitment Competition for Polytechnic Higher Education Teachers at UMinho	Decision RT-96/2010	1
	Regulations of Higher Education Teachers Service rendering at UMinho	Decision RT-59/2013	1
	Regulations for Teachers with a Specific contract at UMinho	Decision RT-42/2010	1
	Norms for the creation and annual update of the degree programme catalogue in Portuguese and English	Decision RT-35/2012	1
	Obligation of Digital Signature of grades list	Decision RT-32/2017	1
	Approval Centre of innovation and Development of Teaching and Learning (IDEA-UMinho)	Decision RT-54/2017	1
	Observatory of the Students Academic Career (ObservatoriUM)	Decision RT-64/2016	1
	Approval of the Office for the promotion of Academic Success (GPS)	Decision RT-46/2018	1
	Eligible Activity Map for Diploma Supplement	Decision RT-32/2017	1

Obs:

(1) http://intranet.uminho.pt/Public_Part > Institucional Publication > Decisions, Circulars and Deliberations

Section	Description	Publication	Obs.
Education	Procedures Relating to Online Activation and Organization of the Curricular Unit File (DUC)	Circular VRT-GD-02/2010	1
	Procedures for the Process of Collecting and Processing Information on Teaching and Learning Perceptions in the Field of Pedagogical Surveys to Students and Teachers	Decision RT-16/2012	1
	Baseline Specifications for the 1st and 2nd Cycle Degree programme Self-Assessment Report and Integrated Masters	Circular VRT-GD-07/2012	1
	Procedures for the Process of Elaboration of the Report of Self-assessment of Curricular Unit of 1st and 2nd Cycles and Integrated Masters	Circular VRT-GD-07/2012	1
	Baseline Specifications for 1st and 2nd Cycle Degree programme Self-Assessment Report and Integrated Masters	Circular VRT-GD-07/2012	1
	Procedures for the Elaboration Process of the 1st and 2nd Cycle Self-Assessment Report and Integrated	Circular VRT-GD-07/2012	1
	Baseline Specifications for Pedagogical Council Synthesis Report /UOEI	Circular VRT-GD-07/2012	1
	Procedures for the Process of Preparation of the Report of the Organic Unit of Education and Research	Circular VRT-GD-07/2012	1
	Procedures for the Pedagogical Audit Process	Circular VRT-GD-04/2013	1

Obs:

(1) http://intranet.uminho.pt/Private_Part>Internal_Documents>SIGAQ-UM

Section	Description	Publication	Obs.
Education	Elaboration of the Education Quality Assessment Questionnaires, for the Academic Year 2018/2019	Circular VRT-RJM-01/2019	1
	Education at UOEI Level (R-UOEI), relating to the Academic Year 2017/2018	Circular VRT-RJM-12/2018	1
	Non obligation of Elaboration of the Degree programme Self-Assessment Report (R-C), of the Academic Year 2017/2018	Circular VRT-RJM-10/2018	1
	Dissemination of Information on the Completion and Submission of Pedagogical Surveys, Relating to the 2nd Semester de 2017/2018	Circular VRT-RJM-04/2018	1

Obs:

(1) http://intranet.uminho.pt/Public_Part > Institucional Publication > Decisions, Circulars and Deliberations

Section	Description	Publication	Obs.
Research	Base Specifications for the Research Unit Self-Assessment Report	Circular VRT-GD-07/2013	2
	Procedures for the Elaboration Process of the Research Unit Self-Assessment Report	Circular VRT-GD-07/2013	2
	UMinho's Intellectual Property Regulations	Decision RT-44/2011	1
	Regulations for Advanced Scientific PhD and Postdoctoral Internship at UMinho	Decision RT-44/2017	1
	Regulations of the Career and Contracting of Research staff under UMinho's Private Law System	Decision RT-40/2017	1
	Quality of Doctoral Training provided by UMinho	Circular VRT-LL-02/2019	1
	Recruitment of PhD researcher under the Decree 57/2016 of 29 August and Law 57/2017 of 19 July	Decision RT-30/2018	1
	Procedures for the Process of Preparation of the Summary Report of the Scientific / Technical-Scientific Council of the Organic Unit for Education and Research	Circular VRT-GD-06/2017	2
	Dissemination of Information on Completion and Submission of Reports-Summary Assessment of Research at UO Level for the Year 2017	Circular VRT-RJM-06/2018	2
	Dissemination of Information on the Completion and Submission of the Annual Reports of the Research Units FCT for the Year 2017	Circular VRT-RJM-05/2018	2

Obs:

- (1) [http://intranet.uminho.pt Public_Part](http://intranet.uminho.pt/Public_Part) > Institucional Publication > Decisions, Circulars and Deliberations
(2) [http://intranet.uminho.pt Private_Part](http://intranet.uminho.pt/Private_Part) > Internal_Documents > SIGAQ-UM

Section	Description	Publication	Obs.
Services	Regulations for the Assessment of the Performance of Non-Teaching and Non-Research Staff under UMinho's Employment Contract Scheme	Decision RT-71/2017	1
	Regulations for Careers, Recruitment and Contracting under a Work Contract Scheme for Non-Teaching and Non-Research Staff of UMinho Draft Regulations for the Directors of UMinho	Decision RT-50/2016 Decision RT-92/2018	1
	Regulations of the Directors of UMinho	Decision RT-92/2018	1
	Career of Non-Teaching and Non-Research Staff under UMinho's Employment Contract Scheme	Decision RT-17/2018	1
	Internal Regulations Regarding the Operating, Attendance and Working Hours of UMinho's non-teaching and non-research staff	Decision RT-44/2016	1
	Regulations Defining the Frequency Regime of Isolated Curricular Units, within the scope of the Vocational Training Plan for Non-Teaching and Non-Research Workers of UMinho	Decision RT-23/2017	1
	Regulations for the Employment of Non-Teaching Staff - Private Regime	Decision RT-28/2017	1
	Adoption of the Guiding Principles Owed to Vocational Training of Non-Teaching and Non-Research Workers	Decision RT-15/2011	1
	Professional Training Plan 2018	Circular ADM-04/2018	1

Obs:

(1) http://intranet.uminho.pt/Public_Part> Institucional Publication >Decisions, Circulars and Deliberations

Section	Description	Publication	Obs.
Others	Constitution of the Working Group for the re-accreditation of SIGAQ-UM	Decision VRT-RJM-20/2018	1
	Institutional Ombudsman Regulations	Resolution CGeral-36/2018	1
	Internal Regulations of the Ethics Board	Resolution CGeral-35/2018	1
	Code of Ethical Conduct	Decision RT-47/2012	1
	Regulations of the Management Council	Resolution CGestão-07/2018	1
	Regulations of the Cultural Council of UMinho	Decision RT-13/2010	1
	Regulations for the Attribution of the Specialist Title by UMinho	Decision RT-94/2010	1
	Holiday Scheme for Teaching and Research Staff	Resolution CGestão-09/2019	1
	Regulations for the Performance Assessment of UMinho's Teachers (RAD-UM)	Decision RT-58/2010	1
		modified by Decision RT-52/2012	

Obs:

(1) [http://intranet.uminho.pt Public_Part](http://intranet.uminho.pt/Public_Part)> Institucional Publication >Decisions, Circulars and Deliberations

Annex3: Aspects planned for Improvement

As a result of the SWOT analysis resulting from the preparation of the self-assessment report submitted to the A3ES within the scope of the 2nd certification cycle of SIGAQ-UM to be implemented over the period 2019/24, several aspects were considered for the improvement of SIGAQ-UM and UMinho for each of the areas of analysis explained below.

A.3.1 Institutional Policy for Quality Assurance

(pq1) Extension of SIGAQ-UM's scope of action in accordance with the guidelines of ENQA and A3ES, reflecting, in particular: (1) the coverage of all educational offer conferring to degree; (2) in the progressive coverage of non-degree-level educational provision; (3) in the adoption of questionnaires in the research field; (4) progressive coverage to the activities of Inter-institutional collaboration and interaction with community and internationalisation; (5) in the incorporation, with the necessary adaptations, of the SIADAP1 instruments in the SIGAQ-UM, as well as of all the initiatives related to the external certification of Service Units.

(pq2) SIGAQ-UM's rigorous implementation of the annual cycle of implementation of the SIGAQ-UM strategy, through the annual timetable for the application of the instruments and mechanisms and a scrupulous management of the effective involvement of UMinho's teaching staff and TAGs in quality assurance processes.

(pq3) Reinforcement of the effective impact of SIGAQ-UM in processes subject to quality assurance instruments and mechanisms, through diligent fulfillment of pedagogical audit processes, recovery plans for PAs, degree programme recovery plans and service auditing processes.

(pq4) Reinforcement of stakeholder participation in the different mechanisms and structures of SIGAQ-UM, both as a way to increase the representativeness of the different communities of UMinho, as well as a strategy of accountability of the governing and management bodies of the Institution and facilitating regular exercises of effective meta-assessment.

(pq5) Elaboration of an updated version of the Quality Manual that is in line with the current references of the ENQA and A3ES and which explains: (1) the guidelines of the Institutional Strategy for Quality, based on the action plan for the four-year period; (2) the organization of SIGAQ-UM and its interface with the governing and management bodies; (3) monitoring, assessment and intervention methodologies for continuous improvement of UMinho activities; (4) the production and dissemination of information in terms of mechanisms for collecting and processing information and the publication of relevant information for internal actors and stakeholders.

(pq6) QUAR-UMinho's annual publication as a reference for the UOs, Cultural Units and Service Units to establish annually their objectives within the framework of the management practices adopted, as well as for the annual performance assessment of the Service Units and the services of each OU and each Cultural Unit.

(pq7) Elaboration of formal characterizations (specifications and procedures) of the new (or new versions) instruments and mechanisms of SIGAQ-UM, institutionalized through Decisions and Circulars of the Vice-Rector responsible for Quality and corresponding institutional dissemination.

(pq8) Evolution of the area dedicated to Quality in the institutional portal (<http://www.uminho.pt>) to incorporate: (1) a browser to help SIGAQ-UM understand (scope and objectives, coordination structures and levels of responsibility, processes associated with each instrument and mechanism); (2) the periodic updating of Annex 2 of the Quality Manual so that it can be a permanently useful tool for the entire UMinho community in accessing Decisions, Circulars and other documents related to quality management and quality assurance processes.

(pq9) Reinforcement of the Information System to support SIGAQ-UM, both in increasing functional coverage (such as support for new instruments and mechanisms, permanent availability of institutional performance indicators and reinforcement of the analytical dashboard component), as well as in the treatment of non- functional aspects (such as usability, interoperability, and evolvability).

(pq10) Dematerialisation of documentary assets assisted by a IT module with research support for access/ unction access authentication in the framework of accreditation of study cycles by A3ES and SIGAQ-UM, namely reports on results dissemination, instrument monitoring reports, reports (as a result of pedagogical audits), degree programme recovery plans (as a result of degree programme signaling), audit reports to services.

A.3.2 Teaching and Learning

(ea1) Regardless of the number of students enrolled in the UCs, the type of UCs and the functioning regime of the degree programme cycle leading to degree.

(ea2) Elaboration and Introduction of the "New Student Questionnaire (QNE)", as an evolution of the survey traditionally applied by the academic services.

(ea3) Elaboration and introduction of the questionnaire "UC Quick Quiz – obligatory (QRUC-obr)", as a new survey, to the student, regarding the perception of teaching and learning in the field of UCs (including the project/ internship/dissertation/thesis type) of the 1st, 2nd and 3rd cycles and integrated masters.

(ea4) Introduction of the "UC Quick Quiz - optional (QRUC-fac)", as a new mechanism (based on the QRUC-obr survey) for the student to receive alerts on the perception of teaching and learning within UCs (including project/ internship/thesis/dissertation type) of the 1st, 2nd and 3rd cycles and integrated masters.

(ea5) Elaboration and Introduction of the "UC Student Questionnaire - Student (QUCe)", as a merged and simplified evolution of the student surveys related to the perception of teaching and learning in the scope of: (1) 1st and 2nd UCs cycles and integrated master's degrees (in the period 2013/18 designated as "PEA-UC-E"); (2) 3rd Cycle UCs (in the period 2013/18 designated "PEA-UC-E 3rd Cycle"). Questionnaire applied if the QRUCs result in pre-signaling indicate the need to deepen the analysis.

(ea6) Development and Introduction of the "PEDT Questionnaire - Project, Internship, Dissertation and Thesis (QPEDT)", as a merged and simplified evolution of the student surveys related to the perception of teaching and learning in the scope of: (1) project/internship/dissertation type 1st and 2nd cycles and integrated masters degree (in the period 2013/18 designated "PEA-PED-E"); (2) 3rd cycle thesis-type UCs (in the period 2013/18 designated "E-Thesis-E 3rd cycle"). Questionnaire applied if the QRUCs result in pre-signaling indicate the need to deepen the analysis.

(ea7) Suspension of the application of the surveys (teachers) regarding the perception of teaching and learning in the framework of project/ internship/dissertation type 1st and 2nd cycles and integrated master's degrees (in the period 2013/18 called "PEA- PED-D ") and 3rd cycle thesis-type UCs (in the period 2013/18 designated as" PEA-D-3rd Cycle ").

(ea8) Elaboration and Introduction of the "UC Questionnaire - Teachers (QUCd)", as a merged and simplified evolution of the surveys (teachers), concerning the perception of teaching and learning in the scope of: (1) UCs of the 1st and 2nd cycles and integrated master's degrees (in the period 2013/18 designated as "PEA-UC-D"); (2) 3rd Cycle UCs (in the period 2013/18 designated as "PEA-UC-D 3. cycle").

(ea9) Elaboration and Introduction of the "Degree programme Questionnaire (QC)" as a merged and simplified evolution of the student surveys related to the perception of Teaching and Learning in the context of: (1) 1st cycle degree programmes (in the period 2013/18 designated "PEA-C 1st Cycle"); (2) 2nd cycle degree programmes and integrated master's degree (in the period 2013/18 designated as "PEA-C 2nd cycle"). Questionnaire is also applied to 3rd cycle degree programmes.

(ea10) Systematisation and simplification of the "basic information" used as a support for the production of quality reports in the teaching field.

(ea11) Elaboration and Introduction of the "UC Report (RUC)", as a simplified evolution of the report, prepared by the UC coordinator (including those of the project, internship, dissertation and thesis type), related to UCs of the 1st and 2nd cycles and integrated master's degrees (in 2013/18 designated "R-UC"). Questionnaire is also applied to UCs of 3rd cycle.

(ea12) Elaboration and Introduction of the "Degree programme Report - Annual (RCa)", as a merged and simplified evolution of the reports, prepared by the degree programme director, related to: (1) 1st and 2nd cycle degree programmes and integrated master's degree (in the period 2013/18 designated "RC"); (2) 3rd cycle degree programmes (in the period 2013/18 designated "R-3 cycle").

(ea13) Elaboration and Introduction of the "Degree programme Report – Triennial (RCT)", as a new report, prepared by the degree programme director, related to degree programmes of 1st, 2nd and 3rd cycles and integrated master's degree.

(ea14) Preparation and Introduction of the "UO Report - Teachers (RUOe)", as a simplified evolution of the report, prepared by the UO President responsible for the Teaching Department, concerning the organization and functioning of the degree programmes by the UO 2013/18 designated "R-CP / UOEI").

(ea15) Systematisation and simplification of the "UC Dossier (DUC)", endowed with new mechanisms of planning and organization within the framework of UCs (including the project/internship/dissertation/thesis type) of the 1st, 2nd and 3rd cycles and integrated masters, in particular as regards the articulation of the variability of UCs at the level of the catalog of degree programmes and the guarantee of traceability with A3ES accreditations.

(ea16) Development and Introduction of "Pre-signaling UC (PreSinUC)", as a new mechanism to indicate the need to apply the QUCe or QEPDT to consult the students regarding the perception of teaching and learning within the framework of the UCs.

(ea17) The evolution of "UC signaling (SinUC)", with new mechanisms (based on QRUC-fac, PreSinUC, QUCe, QPEDT, QUCd and school results) to instruct the decision to trigger intervention plans at UC level (with or without AP).

(ea18) Consolidation of the "Pedagogical Audit (AP)", endowed with new mechanisms to involve students and teachers in the in-depth analysis of the context of the UCs with the need to improve results.

(ea19) Consolidation of the mechanisms for monitoring the implementation of the plans for the recovery of expected quality of PAs, resulting from the conclusions produced by the pedagogical audits.

(ea20) Elaboration and Introduction of "Degree programme Signaling (SinC)", as a new mechanism for instructing the decision to initiate intervention plans at the level of the degree programmes.

(ea21) Elaboration and introduction of mechanisms to monitor the implementation of plans to recover the expected quality of degree programmes, resulting from the signaling of degree programmes.

(ea22) Elaboration and Introduction of "Suggestions and Complaints (S&R)", as a new mechanism for the permanent reception of the student and teacher's perception of quality in teaching.

(ea23) Introduction of the instruments and mechanisms of QNE, QRUC-fac, QUCe, QUCd, QC, RUC, RCa, S&R in all non-degree degree programmes.

(ea24) Evolution of the "Merit Practices" mechanism (originally developed for teaching) in order to enable its replicability to contexts of teaching and learning, from which it was recognized its effectiveness and its extension to the rest strands.

A.3.3 Research and Development

(id1) E Elaboration and Introduction of the "Research Questionnaire - Researchers (Qli)", as a new survey regarding the perception of research within the FCT research unit to which it is affiliated.

(id2) Elaboration and Introduction of the "Research Questionnaire - Teachers (QId)", as a new survey regarding the perception of research within the FCT research unit to which it is affiliated.

(id3) Systematization and simplification of the "basic information" used as a basis for the preparation of quality reports in the research field.

(id4) Elaboration and Introduction of the "IU Report" (RUI), as a simplified evolution of the report, prepared by the FCT research unit coordinator, concerning the activity of the research unit (in the period 2013/18 designated "RUI").

(id5) Development and Introduction of the "UO Report - Variant Reserchers (RUOi)", as a simplified evolution of the report, prepared by the Member of the UO Presidency responsible for the Research Department, related to Research developed under the UO Research Units (in the period 2013 / 18 designated "R-CC / UOEI").

(id6) Elaboration and Introduction of "Suggestions and Complaints (S&R)", as a new mechanism for the permanent receipt of the researcher and the teacher's perception of the quality of research.

A.3.4 Inter-institutional collaboration and interaction with Community

(ci1) Systematization and consolidation of institutional performance indicators and statistics, in order to monitor the impact of UMinho activity, namely in the scope of Inter-institutional collaboration and interaction with community and to be able to integrate the "basic information" used as support for the elaboration quality reports on teaching and research.

(ci2) Systematization and consolidation of the use of the mechanisms for dissemination and Publication of information on the performance of UMinho, in order to reinforce the institutional image within the economic fabric and the community in general with a view to fostering new opportunities for the establishment of partnerships.

(ci3) Extension to Cultural and Differentiated Units from the applicability of SIGAQ-UM instruments and mechanisms for the services sector.

(ci4) Holding of some annual meetings of CA-SIGAQ with the presence of guest members from the Cultural Units, Differentiated and Interface.

A.3.5 Staff Management Policies

(gp1) Extrapolation (assuming the consequences) of the results produced by the processes of pedagogical audit in the annual exercise of distribution of the teaching service in degree programmes leading to degree.

(gp2) Recognition in the assessment of the performance of teachers in the development of merit practices successfully replicated in teaching and learning contexts other than those in which their effectiveness was originally recognized.

(gp3) Extrapolation (assuming the consequences) of the results produced by the processes of audit to services in the affectation of TAG staff to the services / functions under the responsibility of the Service Units in which they are inserted.

(gp4) Recognition at the level of the assessment of the performance of TAG staff by the development of merit practices replicated successfully in contexts of Service Units other than those in which their effectiveness was originally recognized.

(gp5) Preparation and Introduction of "Suggestions and Complaints (S&R)", as a new mechanism for permanent reception of perception, by any UMinho worker (regardless of being framed by the teaching, researcher or TAG careers), regarding the quality of the Institution.

A.3.6 Support Services

(sa1) Elaboration and introduction of the "Questionnaire of Service – Users (Qsu) as a new survey, to the user (independently of being a student, teacher, researcher, TAG worker, or other), concerning the perception of the quality of the service provided in the context of the UMinho service units.

(sa2) Elaboration and Introduction of the "Questionnaire of Service - workers (QSt)", as a new survey, to the TAG staff, regarding the perception of the quality of functioning of the service within the scope of the service unit in which it is integrated.

(sa3) Systematisation and simplification of the "basic information" used as support for the preparation of reports on the quality of services.

(sa4) Preparation and introduction of the "Service Unit Report (RUS)", as a simplified evolution of the report, prepared by the service manager, on the quality of service functioning within the service unit that he leads (in the period 2013/18 "Global Service Activity Report" prepared under SIADAP1).

(sa5) Elaboration and Introduction of the "UO Report - Variant Services (RUOs)" as a new report, prepared by the Secretary of UO, regarding the quality of functioning of the services within the UO.

(sa6) Development and introduction of "Service Signaling (SinS)", as a new mechanism for instructing the decision to initiate intervention plans at services level.

(sa7) Elaboration and Introduction of the "Service Audit (AS)", as a new mechanism for examining the decision to initiate intervention plans at the services level.

(sa8) Elaboration and introduction of mechanisms to monitor the implementation of plans to recover the expected quality of services, resulting from the conclusions produced by the audits of services.

(sa9) Elaboration and Introduction of "Suggestions and Complaints (S&R)", as a new mechanism for the permanent reception of the user and the service worker regarding the quality of services.

(sa10) Extension to the services provided by the UOs of the applicability of the SIGAQ-UM instruments and mechanisms for services.

(sa11) Extension to Cultural and Differentiated Units from the applicability of SIGAQ-UM instruments and mechanisms for the services sector.

A.3.7 Internationalisation

(in1) Systematization and consolidation of institutional performance indicators and statistics in order to monitor the impact of UMinho's activity, namely within the scope of internationalisation and to be able to integrate the "basic information" used as a support for the production of quality reports in the areas teaching and research.

(in2) Replacement of the questionnaires applied to students in internal mobility (incoming) by the SIGAQ-UM questionnaires developed for teaching, as a way of perceiving the quality of the teaching provided to those students.

(in3) Elaboration and Introduction of a variant of the QSu questionnaire, replacing the questionnaires applied to students, teachers, researchers and TAG staff in incoming and outgoing mobility, as a way of perceiving the quality of the service provided by SRI.

A.3.8 Articulation with Governing and Management Bodies

(og1) Reinforcement of the involvement of academic managers at the level of UOs in the instruments and mechanisms of SIGAQ-UM, with the integration of the members of the Presidencies of the UOs responsible for the Departments of Education and Research and of the Secretaries of UOs in the CA-SIGAQ.

(og2) Reinforcement of the involvement of academic managers at the level of Service Units in the instruments and mechanisms of SIGAQ-UM, with the integration of the higher-level managers of each of the Service Units in CA-SIGAQ.

(og3) Reinforcement of the involvement of academic managers at the level of Service Units in the instruments and mechanisms of SIGAQ-UM, with the integration of the higher-level managers of each of the Service Units in CA-SIGAQ.

(og4) Reinforcement of the role of the members with a role in CA-SIGAQ as promoters of quality within the contexts in which they operate in their units and jurisdictions.

(og5) Alignment between the annual reports of activities traditionally elaborated under the responsibility of the different levels of academic management (UOs, Service Units and Rector) and the reports promoted by SIGAQ-UM, as a way of guaranteeing a bureaucratization of the quality management, as well as to reinforce the strategic decision-making in the pursuit of the medium-term strategic plan and the four-year action plan based on the information provided by the SIGAQ-UM instruments and mechanisms.

A.3.9 Participation of the Stakeholders

(pa1) Extension of the representativeness of the different UMinho communities in CA-SIGAQ, with the presence of representatives of teachers, researchers, doctorates and TAG staff.

(pa2) Conduct of some of the monthly meetings of CA-SIGAQ with the presence of invited members from the Cultural, Differentiated and Interface Units.

(pa3) Carrying out some of the monthly CA-SIGAQ-themed meetings at venues hosted by the UOs, in order to enable the participation, as a guest, of several members of the academic community whose participation in the discussion benefits the work of CA-SIGAQ.

(pa4) Guarantee of participation of all members of the degree programme committees in the instruments and mechanisms of SIGAQ-UM, namely in the context of the preparation of the RCa and RCt reports.

(pa5) Guarantee of participation of students (enrolled in the relevant UCs) and of teachers (not belonging to the teaching teams of the relevant UCs) in the pedagogical audit processes.

(pa6) Guarantee of the involvement of teachers, students, experts in the field and future employers in committees and working groups established to promote the preparation of proposals for new degree programmes, as well as to periodically review the degree programmes in functioning.

(pa7) Extension of SIGAQ-UM to the entire internal community of UMinho with involvement in the research field, based on the new instruments and mechanisms of SIGAQ-UM.

(pa8) Extension of SIGAQ-UM to the entire internal community of UMinho with involvement in services, based on the new instruments and mechanisms of SIGAQ-UM.

(pa9) Promoting the involvement of external members in the consultative councils of UOs, Research Centres and educational degree courses.

(pa10) Preparation and Introduction of "Suggestions and Complaints (S&R)", as a new mechanism for the permanent reception of perception, by any interested party (internal or external), concerning the quality of the Institution.

A.3.10 Information System

(si1) Evolution of the IT module to support the SIGAQ-UM instruments of the questionnaire type, either as regards those resulting from the evolution of the surveys developed under the first certification cycle of SIGAQ-UM (QNE, QUCe, QPEDT, QUCd, QC), or in relation to the new questionnaires developed under the 2nd cycle of certification (QRUC-fac, QRUC-obr, Qli, Qld, QSu, QSt).

(si2) Evolution of the IT module to support the dissemination of the results of the information produced by the application of questionnaires and, in the case of the teaching component, complemented with information on the school results.

(si3) Evolution of the software module to support the SIGAQ-UM instruments of the report type, as well as those resulting from the evolution of the reports developed under the first certification cycle of SIGAQ-UM (RUC, RCa, RUOe, RUI, RUOi, RUS, RUOeis, RAC), and in relation to the new reports developed under the 2nd certification cycle (RCt, RUOs).

(si4) Development of a IT module to support (semi-) automatic alignment between reports with vertical integration (RUC/RCa/RUOe, RUI/RUOi, RUOe/RUOi/RUOs/ROUeis, RUS/RUOeis/RAC), guaranteeing a pre-alignment with the strategy underlying QUAR-UMinho.

(si5) Evolution of the IT support modules to the SIGAQ-UM mechanisms, both with respect to those that result from the evolution of mechanisms developed under the first certification cycle of SIGAQ-UM (DUC, SinUC, AP), and in relation to the new reports developed under the 2nd certification cycle (PreSinUC, SinC, SinS, AS, S&R).

(si6) Evolution of the IT module to support the process of management of recovery plans of UCs as a result of pedagogical audits.

(si7) Development of a IT module to support the process of managing degree programme recovery plans as a result of the signaling of degree programmes.

(si8) Evolution of the IT module to support the monitoring of the application of questionnaire and report type instruments.

(si9) Development of a IT module to support the lifecycle management of the accreditation process of degree programmes conferring to a degree.

(si10) Evolution of the Academic Information System architecture, incorporating evolutionary and interoperability mechanisms.

(si11) Evolution of the IT module to support the job / function management process.

(si12) Development of a IT module to support the process of managing indicators of scientific performance of the Research Units of FCT.

(si13) Development of a IT module to support the A3ES accreditation process of study cycles.

(si14) Development of Interoperability Interfaces with A3ES for the IT module supporting the A3ES accreditation process of study cycles.

(si15) Evolution of the IT module supporting the degree programme catalog management process.

(si16) Evolution of the IT module supporting the process of distribution of the teaching service.

(si17) Evolution of the GUI (graphical user interface) of <http://intranet.uminho.pt> with more interactive technology, allowing the navigability to detail information and allowing the extraction of information for treatment and offline analysis.

(si18) Evolution of the IT module of dashboards with ongoing task signaling and the provision of an aggregated subset of indicators and institutional performance statistics for the intervention dimensions and responsibilities corresponding to each position / function.

A.3.11 Publication of Information

(pi1) Systematization of the type of information to be published in the institutional portal (<http://www.uminho.pt>) and in the public and private parts of specialized portals (<http://intranet.uminho.pt>, <http://alunos.uminho.pt>, <http://alumni.uminho.pt>, <http://elearning.uminho.pt>), in order to provide more intuitive access to the large amount of institutional information that UMinho publishes regularly.

(pi2) Restructuring of the institutional portal (<http://www.uminho.pt>) and specialized portals (<http://intranet.uminho.pt>, <http://alunos.uminho.pt>, <http://alumni.uminho.pt>, <http://elearning.uminho.pt>) in accordance with the systematization of the type of information to be published.

(pi3)) Restructuring of the institutional portal (<http://www.uminho.pt>) in order to ensure an adequate articulation, in terms of the type and segmentation of information, with the portals of UOs and Research Centres.

(pi4) Creation of pages in the institutional portal (<http://www.uminho.pt>) with Description of the different types of services provided by each of the Service Units.

(pi5) Reinforcement of the publication and regular updating in the different portals of indicators and statistics of institutional performance, namely concerning teaching and learning, research and development, Inter-institutional collaboration and interaction with Community, Internationalisation.

(pi6) Reinforcement of the use of social networks as an alternative means of institutional publication of Information, namely alerts for participation in the SIGAQ-UM questionnaires.

A.3.12 Monitoring, Assessment and Continuous Improvement of the System

(ms1) Organization of a one-day CA-SIGAQ annual event, with the objective of discussing, in-depth, both the continuous improvement of SIGAQ-UM and the fulfillment of the annual plan of execution of improvement points.

(ms2) Restructuring of the annual report on the functioning of SIGAQ-UM (follow-up report), in order to portray all the areas of analysis stipulated by the A3ES for the reflective summary report and to describe the state of compliance with the improvement points.

(ms3) Periodic updating of the Annex2 of the Quality Manual and corresponding publication in a page of the institutional portal (<http://www.uminho.pt>) in the area dedicated to Quality, so that it can constitute a permanently useful instrument for the entire UMinho community in accessing Decisions, Circulars and other documents related to quality management and quality assurance processes.

(ms4) Institutionalization of annual internal audits to SIGAQ-UM carried out at the initiative and under the responsibility of the GAC.

A.3.13 At the Institution level

(mi1) Reinforcement of the incorporation, in a systematic way, of the results and conclusions obtained by the reflective summary reports and by the processes of pedagogical audit and signaling of degree programmes in the formal processes of creation, revision and extinction of study cycles.

(mi2) Promotion of the pedagogical qualification of teachers, in particular according to the characteristics of UMinho's new audiences and new educational technologies through the IDEA Centre.

(mi3) Strengthening the researcher career by hiring new PhD researchers for UMinho's different research centres, and developing and implementing the RADi Regulations for Research and Assessment and Performance (RADi).

(mi4) Evolution of the teacher assessment system in order to recognize its contribution, in particular to the link between teaching and research.

(mi5) Evolution and consolidation of the annual training and qualification plan for TAG staff.

(mi6) Updating of the composition of the Coordinating Committee for Institutional Assessment (CCAI), established in 2017 to proceed with the strategic coordination of the institutional self-assessment process with the A3ES, so that the implementation of the UMinho improvement aspects mentioned above may occur in close articulation with all Uminho bodies and structures.

Annex4: SIGAQ-UM indicators

Taking into account that the tables of indicators included in this Annex will be closely related to the points pq9 and si18 of the improvement action plan (see Annex3), which are included in the measures related to the Institutional Quality of the action plan for the four-year period, they were indicated in this version.

Analysis field Subfield	Indicator	Description	Resp.
Education			
Training offer	Degree of diversity of the offer	Number and relative proportion of 1st, 2nd and 3rd cycle degree programmes, CETs, postgraduate degree programmes, etc.	Academic Services
Demand qualification	Candidates/vacancy	Number of candidates for each degree programme / number of places in the competition, by placement phase.	Academic Services
	Candidates 1st choice/vacancy	Nº of candidates in 1st choice to each programme, in the 1st phase / nº of vacancies in the competition	Academic Services
	Placed candidates/vacancy(%)	Number of candidates placed in each degree programme in the total of the phases / nº of vacancies in the competition.	Academic Services
	Placed candidates 1st choice/vacancy	Number of candidates placed in 1st choice, in each programme, in the total of the phases / nº of vacancies in the contest.	Academic Services
	Access classifications	Minimum, average and maximum entrance fees for each degree programme.	Academic Services
	Level of students mobility	Students admitted through transfer, change of degree programme or re-access / total of admitted students (%).	Academic Services
Student body	Enroled students	Number of enrollees per degree programme (per curricular year and total). Totals by area of knowledge and for UM, per cycle of studies.	Academic Services
	Geographic origin	Percentage distribution of registered / District of origin.	Academic Services
	Distribution by gender	Percentage distribution of Enrolled students /gender, for each degree programme, by area of knowledge and for UM.	Academic Services
	Working students	Percentage of Working students in each programme, by area of knowledge and for UM.	Academic Services
	Imputation by organic unit	Number of students allocated to each organizational unit, in terms of students -equivalent according to the degree of intervention of the unit in each degree programme	Academic Services
Organisation of education	Degree of goal setting	Degree of discrimination of the training objectives (competences) of the degree programme and of its respective curricular units.	P. Council
	Degree of curricular articulation	Degree of adequacy of the transversal and vertical articulation processes of the curriculum.	P. Council
	Degree of adequacy of methodologies from Education	Degree of adequacy of the education methodologies to the development of learning and academic and professionals.	P. Council
	Degree of integration of Research in Education (1st and 2nd cycles)	Degree of support from Research to Education, translated into the number of research projects involving students, number of R & D projects with links to curricular unit themes and number of seminars for students.	P. Council
Training efficiency	School success rates	Percentage of students transiting the year, by degree programme and curricular year, by area of knowledge and total for UM.	Academic Services
	Dropout rates	Percentage of students dropping out of the degree programme.	Academic Services
	Average graduation time	Average number of years that the graduates, in each academic year, took to finish the degree programme.	Academic Services
	Distribution by time of conclusion	Number and percentage distribution of graduates who completed the degree programme in n, n + 1, n + 2 or over n + 2 years (n = number of curricular years of the degree programme).	Academic Services
Professional insertion of the graduates	Level of employability	Percentage of graduates who are employed after 1 year, 2 years and 5 years after graduation.	SGAQ
	Training-employment correlation	Percentage of graduates employed in sectors of activity related to the training area.	SGAQ
	Average income level	Average level of remuneration earned by UM graduates.	SGAQ
Social support	Scholarships and loans	Percentage of students receiving scholarships or loans. Average value of grants and loans.	Academic Services

Analysis field Subfield	Indicator	Description	Resp.
Research			
Organization and activity level	RD units acknowledged	Number of Research Units acknowledged by FCT and the respective classifications obtained in the international assessment.	Rectorate
	Teachers involvement	Percentage of people integrated in: RD units acknowledged and units rated as Excellent or Very Good.	Scientific C./Rectorate
	Full-time researchers	Researchers in Full-time/ total FTE researchers. Discrimination by type:with working contract, post-doctoral, grant holders, etc Scientific C./Rectorate PhD students	Scientific C./Rectorate
	PhD students	Number of PhD students. PhD students ration / PhD researchers.	Scientific C./ Academic Services
	Projects in partnership	Nr of RD projects developped based on partnerships with national and international institutions.	Scientific C./Rectorate
	RD Revenues	Annual revenue for R & D, by source of funding. Ratio fianncing/PhD researcher (ETI). Ditto, for contractualised funding.	Scientific C./Rectorate
Scientific output	Doctoral Theses	No. of PhDs completed each year. Ratios PhD / PhD teacher.	Scientific C./ Academic Services
	Publications	No. of publications by type of publication. Impact factors. Ratios per PhD researcher.	Scientific C
	Awards and Honours	Number of awards and honours received each year.	Scientific C
Valorisation of knowledge	Patents	No. of patents registered. Patents transferred to spin-offs or assigned for exploration.	Rectorate
	Businesses created	Number of spin-offs, start-ups and other companies created.	Rectorate
Interaction with society			
Institutional action in the external environment	Institutional relations in Portugal	Institutional relations at local, regional and national level (protocols, agreements, associations, consortia, projects, etc.)	Rectorate
	Projects of specialized services	No. of projects to provide services projects to provide specialized services. Revenues generated and overheads. Percentage weight in budget.	UO
	Conferences	No. of conferences, seminars and other meetings of interest to society, organized each year.	UO
	Cultural and artistic activity	No of cultural and artistic events, by type of activity.	UO
	Sports activity	Number of sporting events and championships organized by UM.	Academic Services
Internationalisation			
Internationalisation	International institutional Relations	Institutional relations of international scope (protocols, agreements, associations, consortiums, etc.)	SRI
	International Teaching Projects	Number and characterization of network degree programmes with foreign institutions. Erasmus Mundus Coordination and partnerships.	SRI
	International RD projects	Number and characterization of international RD projects.	Scientific C./Rectorate
	International programmes	Number of advanced international degree programmes and number of participants.	UO
	Foreign students	Percentage of foreign students enrolled in UM, per cycle of studies	Academic Services
	Students mobility	Number of UM students abroad and number of foreign students in UM, within the scope of mobility programs.	SRI
	Teachers/researchers mobility	No. of UM professors and researchers abroad and of foreign teachers and researchers at UM, within the scope of mobility programs.	SRI

Analysis field Subfield	Indicator	Description	Resp.
Human Resources			
Teachers	PhD teachers	Percentages of FTE teaching staff and career staff with doctorate degree (by area of knowledge and total UM).	Scientific C.
	Students/Teacher	Ratio students/FTE teacher; students/FTE PhD teacher	P. Council
	Integration in RD units	Percentage of career teaching staff enrolled in RD units recognized by FCT.	Scientific C.
	Teachers pedagogical training	Percentage of teachers who attended at least one training degree programme each year.	P. Council
Non-teaching staff	Academic training	Percentage of non-teaching staff with higher education.	UO/DRH
	Non-teaching/teaching staff	Ratio non-teaching staff/teacher and technical/administrative support staff/teacher.	UO/DRH
	Students/Non-teaching staff	Ratio students/non-teaching staff.	P. Council
	Non-teaching staff training	Percentage of non-teaching staff who attended at least one training degree programme each year.	UO/DRH
Material and financial resources			
Physical resources	Facilities – Net area	Total net area. Academic area ratios (m2 / student) and area for Research (m2 /PhD researcher).	ST/Reitoria
	IT equipment	No. of computers available. Computer / worker ratios (teacher or non-teacher) and computer / student	UO
	Document collection	No. of books, journals, theses and other documentary sources available physically or online.	SDUM
	Access to ICT and Internet	Percentage of physical area with wireless access to Internet. Percentage of teachers, workers and students with access to Internet.	SDUM
Financial resources	Sources of funding	Value of revenue and its percentage breakdown by sources of funding.	Administrador
	Structure of expenditure budget	Value of expenditure and its percentage breakdown by major headings (investment, staff, current functioning, strategic areas).	Administrador
	Unit costs	Value of cost / student and expenditure in Research / PhD researcher, based on global imputation model for UM.	Rectorate
Quality system			
Quality system	Level of institutionalization of the internal quality assurance system	Degree of development of the internal quality assurance system, expressed in the specification of a strategy for quality that promotes the systematic and consequent assessment of all activities and agents.	CA-SIGAQ
	Participation level of the agents	Degree of participation of teachers, students and workers in the processes of quality assurance and revision of the respective strategy.	SGAQ
	External monitoring	Percentage of programmes in which external monitoring and advisory committees are set up.	P. Council
	External assessment	Degree of involvement in national and international assessment exercises.	SGAQ