

University of Minho

Quality Manual

Version 1.1

May 2012



Quality Manual

Version 1.0, June 2012

Version 1.1, May 2012

University of Minho

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1. Introduction

1.1 Quality Manual Approval

The current version of the Quality Manual was approved by **Resolution RT–37/2012** of May 24, 2010:

With the objective of establishing the grounds for the definition and operationalisation of the institutional policy for quality assurance of the University of Minho, two fundamental documents which constitute the basis of the Internal Quality Assurance System (SIGAQ-UM) were approved by Resolution RT-67/2010, of June 29: the Quality Plan and the Quality Manual.

The Quality Manual defines the organisation and operation of the system, namely: the articulation of the University strategy with the quality policy; the competences and connections between the governing bodies involved in the formulation, validation, implementation and improvement of the normative guidelines and the means by which to accomplish quality assurance; the processes, plans and reports to ensure quality assurance in the organisational practices.

Taking into consideration the experience from of the SIGAQ-UM's functioning in the experimental year (2010/2011), which allowed to identify the need for small improvements in the Quality Manual;

Taking into consideration the proposal for the revision of the Quality manual, approved in a meeting of the Monitoring Committee of SIGAQ-UM;

Pursuant to Article 37, no.1, item w) of the University Statutes, approved by Legislative Order no. 61/2008, of November 14, 2008, published in Diário da República, 2nd series, no. 236, on December 5, 2008, I hereby approve the attached version 1.1/2012 of the Quality Manual, which corresponds to the first partial revision of the aforementioned Manual.

University of Minho, May 24, 2012

The Rector



António M. Cunha

The original version of the Quality Manual was approved by **Resolution RT–67/2010** of June 29, 2010:

With the objective of establishing the grounds for the definition and operationalisation of the institutional policy for quality assurance of the University of Minho, two fundamental documents which constitute the basis of the Internal Quality Assurance System (SIGAQ-UM) were drafted:

- a) The Quality Plan, associated with the institutional strategy and the standards for quality, which develops the action plans as part of the Action Programme for the 2009-2013 Quadrennium;
- b) The Quality Manual, which defines the organisation and operation of the system, namely: the articulation of the University strategy with the quality policy; the competences and connections between the governing bodies involved in the formulation, validation, implementation and improvement of the normative guidelines and the means by which to accomplish quality assurance; the processes, plans and reports to ensure quality assurance in the organisational practices.

Taking into consideration that the implementation of SIGAQ-UM is a strategic objective of the University;

Taking into consideration that the Quality Plan and the Quality Manual, while constituting the defining documents of SIGAQ-UM, are based on guidelines provided by European standards and by the regulations established in the national legal framework;

Taking into consideration the terms set forth in Article 114 of the University Statutes, as regards the creation of a system for internal quality assurance in the fields of teaching, research and interaction with society;

Taking into consideration the thorough internal discussion and the gathering of opinions;

Pursuant to Article 37, no.1, item *n*) of the University Statutes, approved by Legislative Order no. 61/2008, of November 14, 2008, published in *Diário da República*, 2nd series, no. 236, on December 5, 2008, I hereby approve the attached Quality Plan and Quality Manual, which constitute the defining documents of the University of Minho Internal Quality Assurance System (SIGAQ-UM).

University of Minho, June 29, 2010

The Rector



António M. Cunha

1.2 Scope

The European standards concerning quality in higher education require that institutions should prepare quality assurance policies and procedures for their programmes and degrees, and that to this end they should develop and implement a strategy for the continuous improvement of quality. They also require that the aforementioned strategy, policy and procedures must have a formal status, be publicly available and assign an important role to students and other partners¹.

According to the European standards, it is recommended that the institutional quality assurance policy statement includes: the institutional strategy for quality assurance and quality standards, the organisation of a system for quality assurance, the responsibilities that befall on organic units and individuals, including students, as far as quality assurance is concerned, as well as the implementation, monitoring and revision of the quality assurance policy.

The University of Minho Internal Quality Assurance System (SIGAQ-UM) is naturally based on the guidelines provided by the European standards and on the objectives of the national legal framework. Two fundamental, defining documents for SIGAQ-UM are:

- a) The Quality Plan, associated with the institutional strategy and the standards for quality assurance, which develops the plans for action as part of the Action Programme for the 2009-2013 Quadrennium;
- b) The Quality Manual (MQ), where the forms for the system's organisation and operation are defined, namely as concerns the ways of articulating the University strategy with the quality policy; the competences and interconnections of the governing bodies involved in the formulation, validation, implementation and improvement of the normative guidelines and of the means by which to accomplish quality assurance; the processes, plans and reporting for quality assurance in the organisational practices.

1.3 References

The present manual observes the recommendations, provisions and definitions in the publications listed below, with or without date.

- Standards and Guidelines for Quality Assurance in the European Higher Education Area, 3rd Edition, 2009. European Association for Quality Assurance in Higher Education (ENQA), Helsinki.
- Legal Regime of Higher Education Institutions (RJIES) - Law no. 62/2007, of September 10.
- Legal Regime of Higher Education Assessment (RJAES) - Law no. 38/2007, of August 16.
- Decree-law no. 369/2007 (establishes the Agency for the Assessment and Accreditation of Higher Education – A3ES).
- A3ES glossary on quality assurance.

[1] Standard 1.1 (*Policy and Procedures for Quality Assurance*) of *Standards and Guidelines for Quality Assurance in the European Higher Education Area*.

1.4 Definitions

The definitions relevant for this document are provided in the A3ES glossary.

1.5 Acronyms and Abbreviations

A3ES	Agency for the Assessment and Accreditation of Higher Education
AJ	Legal Department
<i>AlumniUM</i>	<i>Alumni</i> Portal
DA	Academic Division
DFP	Finance and Property Department
DRH	Human Resources Department
DTSI	Technology and Information Systems Department
ECTS	European Credit Transfer and Accumulation System
ETI	Full-Time Equivalent (FTE)
FCT	Foundation for Science and Technology
GAC	Audit and Control Office
GAE	Teaching Support Office
GAP	Project Support Office
GCII	Communication, Information and Image Office
GPI	Office for Inclusion
ID	Research and Development (R&D)
MQ	Quality Manual
RIAPA	Regulation on Enrolment, Assessment and Completion of the Academic Year
SAUM	Academic Services
SAR	Rector Support Services
SASUM	University of Minho Social Services
SCOM	Communication Services
SDUM	Documentation Services
SGAQ	Quality Assurance Services
SIGAQ-UM	University of Minho Internal Quality Assurance System
SRI	International Relations Services
ST	Technical Services
TIC	Information and Communication Technology (ICT)
UC	Course unit
UMinho	University of Minho

1.6 Structure of the Quality Manual

The Quality Manual is formally identified by the abbreviation MQ-X.N/YYYY in which the letter X indicates the edition number and the letter N the revision number in force. YYYY indicates the year of the edition/revision.

The date and the body responsible for issuing the manual are indicated in the fields *edited on* and *issued by*, at the bottom of each page of the MQ.

This Quality Manual approaches and develops the following aspects:

- a) The mission, vision and objectives of the University of Minho, as defined in the University Statutes, and the general outline of the strategy for quality assurance;
- b) A short presentation of the organic model of the University in terms of its organisational structure, competences of the governing and management bodies as well as the nature and areas of intervention of the services;
- c) The organisation of SIGAQ-UM with regard to the scope and objectives of the system, its strategic and operational coordination structures and the levels of responsibility in terms of quality and quality assurance;
- d) Monitoring, assessment and feedback methodologies for continuous improvement, discriminated by the different areas of analysis associated with the components of the institutional mission – research, teaching and interaction with society - and with the transverse areas of human and material resources, as well as services;
- e) The interface of SIGAQ-UM with the strategic management of the Institution;
- f) Forms of participation of internal and external stakeholders in the quality assurance system;
- g) Production and dissemination of information with regard to mechanisms of gathering and processing information and to the publication of information which is relevant to external stakeholders;
- h) Monitoring, assessment and continuous development of SIGAQ-UM.

The Manual draws special attention to quality assurance in the field of educational activity, taking into consideration the complexity of teaching and learning processes and the fact that there is yet little experience in this field. Consequently, it presents a detailed specification in relation to the strategy for the assessment of teaching, the hierarchical structure of monitoring, assessment and preparation of improvement plans, identification of good practices, signalisation and treatment of results in need of further reflection, including further analysis in cases that are justified (pedagogical audits), and monitoring the implementation of correction and improvement plans.

Moreover, a portfolio of selected indicators, presented as time series, is identified in the form of an Institutional Progress Chart, which allows for a dynamic analysis of the University's development.

1.7 Revision of the Manual

The Manual is revised annually by the SIGAQ-UM Monitoring Committee, or every time an amendment is introduced. The Manual is then approved by the Rector of the University of Minho.

The MQ can be revised in its totality or individually by specific chapters. Any amendment introduced to the content of the manual implies the publication of a new version. The versions are identified on the document, which reflects all updated versions.

In the case of a global revision, the edition reference is increased by one unit and the number of the revision begins with zero (for instance, the second edition of the Manual will be referred to as MQ – 2.0/year of revision).

In the case of a partial revision, the revision level is increased by one unit, thus maintaining the number of the edition (for instance, the first revision of the present edition will be referred to as MQ – 1.1/year of revision)

Any amendments made to the current edition of the MQ will be registered in table 1.1.

Table 1.1 – Register of the Quality Manual revisions

Version	Date of the version	Summary of amendments	Responsibilities
MQ-1.0/2010	Resolution RT-67/2010 29-06-2010	Approval of the first version of the MQ	Prepared by: SIGAQ-UM Work Group
			Approved by: Prof. António M. Cunha (Rector UMinho)
MQ-1.1/2012	Resolution RT-37/2012 24-05-2012	First partial revision of the MQ	Prepared by: SIGAQ-UM Monitoring Committee
			Approved by: Prof. António M. Cunha (Rector UMinho)
			Prepared by:
			Approved by:

1.8 Distribution of the Manual

The present Manual will be available for consultation, via open access, on the UMinho website, and will be made available to all the internal community.

There exists only one controlled original version of the Quality Manual, in electronic format, for which SGAQ are responsible. All printed out copies are considered uncontrolled copies.

SGAQ have as their responsibility the constant updating, publishing (in electronic format) and archiving of the MQ.

Obsolete versions of the MQ are kept in the electronic archive.

2. Institutional Policy for Quality Assurance

2.1 Mission, vision and objectives

The Statutes of the University of Minho (henceforth referred to as University) establish that the mission of the University involves the creation, dissemination and application of knowledge, under the spirit of freedom of thought and plural critical judgements, through the promotion of higher education and contributing to the construction of a society paradigm based on humanistic principles, and having knowledge, creativity and innovation as cornerstones for growth, sustainable development, welfare and solidarity.

The mission shall be fulfilled within an international reference framework, based primarily on research and on its close articulation with teaching, by accomplishing the following goals:

- a) Human development at the highest level covering ethical, cultural, scientific, artistic, technical and professional aspects through a diversified educational provision, the creation of a proper learning environment, the valorisation of the activity developed by teaching, research as well as non-teaching and non-research staff, and personal, social, intellectual and professional development of its students, thus contributing to lifelong learning and to the exercise of an active and responsible citizenship;
- b) Research development and participation in scientific institutions and events, fostering a permanent quest for excellence, encouraging creativity as a source of innovative and unique solutions as well as a search for answers to the major challenges faced by society;
- c) Transfer, exchange and valorisation of the scientific and technological knowledge produced through the development of applied solutions, the rendering of services to the community, the promotion of initiatives in the context of lifelong education and the support to development, all of which should be based upon reciprocal valorisation and promotion of entrepreneurship;
- d) Promotion of activities that provide access to cultural assets so that they can be enjoyed by every person and group, both internal and external to the University;
- e) Cultural, scientific and technical exchange, with both national and international institutions and organisms through the mobility of students, teaching staff as well as non-teaching and non-researching staff; the development of learning and research programmes based on the establishment of partnerships; the contribution to international cooperation, particularly with Portuguese speaking countries; and the creation of a multilingual environment at the University;
- f) Interaction with society through the contribution to the public understanding of culture, the analysis and the presentation of proposals to address the main problems of daily life, and the establishment of partnerships for social and economic development at regional, national and international levels;
- g) Contribution to the social and economic development of the region and to the exploration, preservation and dissemination of its natural and cultural heritage;
- h) Promotion of the University's institutional sustainability and competitiveness in a global context.

2.2 Policy for quality assurance

The University has taken on an unswerving commitment to quality as well as quality assurance, as a fundamental vector for its operation and development. This commitment is enshrined in its own Statutes, which establish in no. 3 of Article 3 that the operation of the University is founded on a culture of quality based on responsibility, the efficiency of its activity and the prevalence of common interest.

Moreover, pursuant to its Statutes (Article 114), the University is required to have an internal system to assure the quality of projects in the fields of teaching, research and interaction with society, which takes into account the guidelines established by the national and European systems of quality assurance in higher education.

The fundamental starting point of the institutional strategy for quality assurance is the shared acceptance of the University's mission, vision and objectives, translated into a strategic programme for the development and operation of the University (the Action Programme for the 2009/2013 Quadrennium) and into an operational plan (the Quality Plan) which develops the strategic programme in terms of action plans to be undertaken, strategies and methodologies for its continuation, elements of supervision and monitoring, objectives, schedules and levels of responsibility of the different bodies and actors involved. The strategy for quality assurance entails, in a complementary way, the definition of institutionalised procedures and mechanisms for monitoring, assessment and feedback aiming at continuous improvement, all duly documented, as well as mechanisms of supervision, assessment and development of the quality assurance system itself.

The Quality Plan is to be developed at two levels: at the global level of UMinho and at the level of the teaching and research units, as well as cultural units and services.. The Plan is, naturally, a central element of the institutional strategy for quality and an essential reference for quality assurance. Indeed, it provides the necessary conditions to determine the degree of conformity of actions and results with the established goals and targets, thus allowing for path corrections expressed in improvement plans or even in the possible reformulation of goals and targets.

The policy for quality assurance is also linked to the establishment of an organisational culture that stimulates motivation and commitment to the Quality Plan. This is achieved by means of an active participation of the academic community in the discussion and revision of the plan and in the quality assurance processes, with a view to the internalisation of a quality culture that is transverse to all projects and in which assessment is regarded as a natural element of the institution's activity, aiming at a continuous improvement and providing critical information about the level of achievement of the University's mission.

3. Organisational Structure of the University

3.1 Organisational model

The University is structured upon a matrix-based organisational model, which promotes interaction between its units in order to develop the projects that embody its mission and objectives, while ensuring the efficient use of its means and resources. Figure 1 presents the organisational chart of the University.

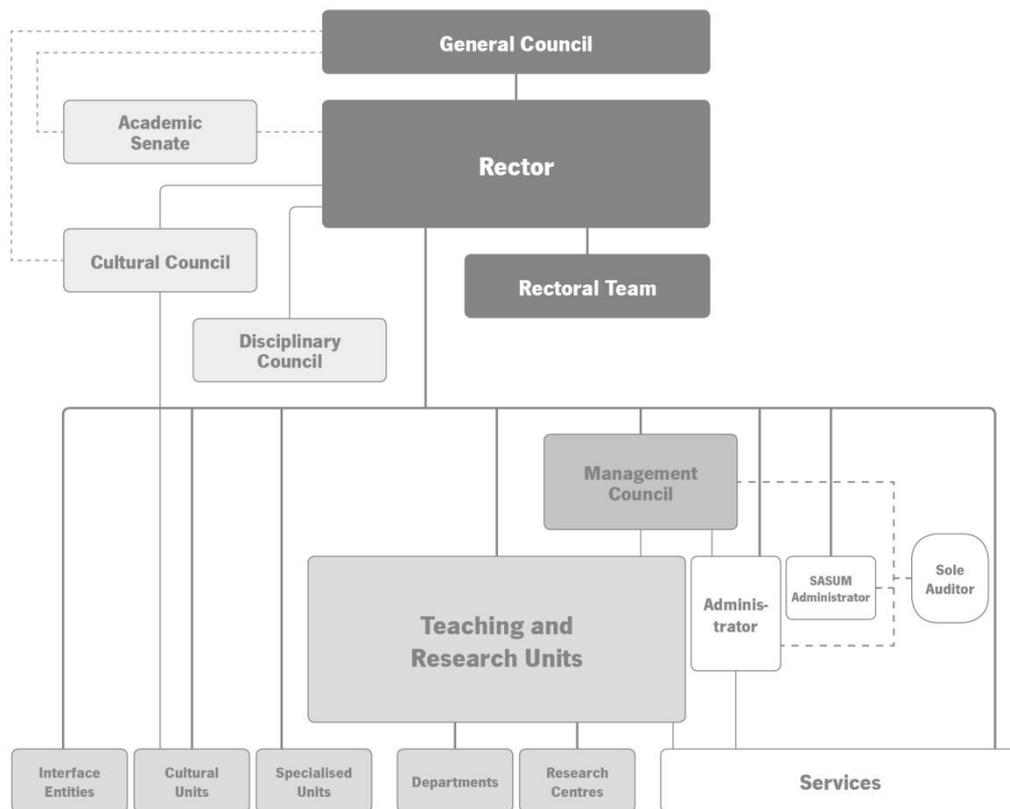


Figure 1 - Organisational chart of the University of Minho

3.2 Powers of governing and management bodies

3.2.1 Governing bodies of the University

General Council

The General Council shall be the highest collegial governing and strategic decision-making body of the University. The General Council shall:

- elect its own president, by an absolute majority, from among its external members;
- approve its own rules of procedure;

- c) approve amendments to the University statutes, in accordance with the law and the statutes;
- d) set up the procedure for the holding of elections and elect the Rector, as laid down by the law, by the present statutes and by the relevant regulations;
- e) appraise the Rector's and the Management Council decisions;
- f) propose all initiatives it deems necessary for the University proper operation;
- g) carry out such other functions as shall be assigned to it by the law or the statutes.

Upon proposal of the Rector, the General Council shall be responsible for:

- a) approving the medium-term strategic plan, as well as the action plan for the Rector's four years term of office;
- b) approving the University's general guidelines at scientific, pedagogical, financial and property level;
- c) creating, modifying or extinguishing organic units and subunits;
- d) approving the University's annual activities plan and considering the respective reports;
- e) approving the budget bill;
- f) approving the annual consolidated accounts, which shall be accompanied by the report of the sole auditor;
- g) fixing student fees;
- h) proposing or authorising, under the provisions of the law, the purchase or sale of the University's estate, as well as credit operations;
- i) approving contract- programmes with the organic units;
- j) pronouncing upon all matters submitted to it by the Rector.

Rector

The Rector shall be the uninominal body who shall govern and represent the University at the highest level. The Rector shall be responsible for:

Drawing up and submitting to the General Council the following proposals:

- a) the medium-term strategic plan, as well as the action plan for his/her four years term of office;
 - i. the University's general guidelines at scientific and pedagogical level;
 - ii. the annual activities plan and the respective report;
 - iii. the budget and consolidated accounts, which shall be accompanied by the report of the sole auditor;
 - iv. the purchase or sale of the University's estate, as well as credit operations;
 - v. the creation, modification or extinction of organic units and subunits, as well as cultural, services and specialised units;
 - vi. student fees.
- b) approving the creation, suspension or extinction of the degree programmes;
- c) approving maximum limits for new admissions and students enrolment, as laid down by the law;

- d) superintending the University's academic management, by taking decisions concerning, namely, public calls for application of candidates, staff appointment and recruitment, for any position, as well as jury panel appointment for competitions, and for doctorate and aggregation examinations;
- e) approving the University's self-assessment systems, as well as those used for the assessment of teachers, researchers, non-teaching and non-research staff;
- f) taking steps for obtaining the financial resources necessary for the University proper operation;
- g) allocating to the organic units the financial resources from the Public Budget, which shall be preceded by the General Council's opinion, by way of the University's annual budget, without prejudice to the necessity of ensuring cohesion mechanisms;
- h) granting support to students in the framework of the social services, as laid down by the law;
- i) approving the award of titles or honorary distinctions;
- j) conferring the status of professor emeritus;
- k) establishing school prizes;
- l) confirming the election of the members of the organic units' council, as well as that of the respective president, which s/he shall refuse to do only on the grounds that it is illegal, and installing them;
- m) appointing and discharging, in accordance with the law and the statutes, the leaders of cultural and specialised units, subject to compliance with the relevant regulations;
- n) superintending the social services;
- o) appointing and discharging, as laid down by the law and by the statutes, the administrator and the heads of the University services;
- p) exercising disciplinary power, as provided for by the law and by the statutes;
- q) ensuring compliance with the decisions taken by the university's governing bodies;
- r) approving the regulations provided for by the law and by the statutes, namely on pedagogical matters, without prejudice to organic units regulatory power under within the ambit of their own responsibilities;
- s) preceded by an opinion from the General Council and after first consulting the Senate, reallocating human and financial resources between units and subunits;
- t) ensuring compliance with the law, statutes and regulations;
- u) proposing all initiatives s/he thinks fit for the University proper operation;
- v) reporting to the relevant minister all the necessary data to enable the exercise of oversight over the University, namely plans and budgets as well as accounts and activities reports;
- w) taking steps as s/he considers necessary for ensuring the University and its organic units teaching and research quality;
- x) exercising all other functions as provided for by the law.

Management Council

The Management Council shall be the collegial body responsible for conducting the administrative, economic and financial management of the University, as well as for human resources management, and it shall be

subject to the provisions of the law in force concerning public bodies entitled to administrative autonomy. The Management Council shall be responsible for fixing charges and administrative fees.

3.2.2 University advisory bodies

Academic Senate

The Academic Senate shall be the University's advisory body which ensures cohesion in the pursuit of the University's mission, and which shall exercise coordination, prospective and planning functions concerning pedagogical and scientific matters falling outside the organic units scope. The Senate shall sit in plenary sessions or in specialised committees, namely the Scientific Committee, the Pedagogical Committee and the Planning Committee.

The *Academic Senate Plenary* shall be responsible for:

- a) the strategic analysis of the educational offer, the University's scientific activity and the interaction with society, having due regard to the international reference framework;
- b) giving its opinion on student disciplinary regulations;
- c) giving its opinion on any other matters that may be submitted to it either by the General Council or by the Rector.

The Academic Senate Plenary shall be further responsible for issuing opinions on:

- a) the University general guidelines at scientific and pedagogical level;
- b) the medium-term strategic plan;
- c) the annual activities plan, as well as the respective report;
- d) the creation, modification or extinction of organic, cultural, services and specialised units and subunits;
- e) student fees;
- f) maximum values for new admissions and students enrolment, as laid down by the law.

The *Academic Senate Scientific Committee* shall be responsible for:

- a) the long-term analysis of the scientific and interaction with society activities developed by the University;
- b) the analysis of the assessment processes and outcomes of the University's scientific projects;
- c) giving its opinion on scientific matters submitted to it by the General Council or by the Rector.

The Academic Senate Scientific Committee shall be further responsible for issuing opinions on:

- a) the creation, modification or extinction of organic units and subunits;
- b) the organic units own regulations;
- c) the awarding of titles and honorary distinctions.

The *Academic Senate Pedagogical Committee* shall be responsible for:

- a) the long-term analysis of the University's educational offer;
- b) analysing assessment processes and outcomes of the teaching projects;
- c) analysing the programmes for promoting the University teaching performance quality;
- d) giving its opinion on other pedagogical matters submitted to it, either by the General Council or the Rector.

The Academic Senate Pedagogical Committee shall be further responsible for issuing opinions on:

- a) the modifications introduced to the University's educational offer plan;
- b) the creation, modification or extinction of degree programmes;
- c) the policies and programmes for promoting teaching performance quality;
- d) the overall regulations governing pedagogical matters;
- e) the awarding of school prizes;
- f) the regulations governing the degree programmes.

The *Academic Senate Planning Committee* shall be responsible for pronouncing upon:

- a) the joint and long-term analysis of the educational, scientific and interaction with society offer;
- b) the budget and the consolidated accounts, as well as the report of the sole auditor;
- c) the creation, modification or extinction of cultural, services and specialised units;
- d) the organic regulations governing the services and specialised units;
- e) the non-teaching and non-research staff assessment processes and results;
- f) the regulations governing interaction with society projects;
- g) the social services' policies and programmes;
- h) the statutes governing the social services.

Cultural Council

The Cultural Council shall be the Rector's and the General Council's advisory collegial body on the University's cultural policy matters. The Cultural Council shall be responsible for:

- a) giving its opinion on the University's general guidelines at cultural level;
- b) giving its opinion on the creation, modification or extinction of cultural units;
- c) promoting interconnection between the University's cultural programmes and initiatives and the programmes set up by other public or private institutions or bodies;
- d) submitting to the Rector the cultural units' activities plans;
- e) submitting to the Rector the cultural units' management model;
- f) proposing to the Rector the heads of the cultural units who should be considered for appointment;
- g) promoting coordination and cooperation among the cultural units;

- h) drawing up and approving its internal regulation, which shall be submitted to the Rector;
- i) giving its opinion on any other cultural matters submitted to it by the University's governing or advisory bodies, as well as by the organic units bodies;
- j) publicising all the initiatives promoted by the Cultural Council, as well as by the cultural units.

Disciplinary Council

The Disciplinary Council shall be the Rector's advisory body with regard to the exercise of disciplinary powers. The Disciplinary Council shall be responsible for issuing opinions concerning the imposition of serious penalties.

3.2.3 Governing bodies of the organic units

Unit Council

The Unit Council shall be the collegial body which represents the unit. The Unit Council shall be responsible for:

- a) defining the unit's general guidelines;
- b) approving the unit's internal regulations;
- c) approving the annual plan of activities, the budget, the activities report and accounts;
- d) electing the Unit President, in accordance with its own regulation;
- e) giving its opinion on the creation, modification and extinction of organic sub-units.

Unit President

The Unit President shall be the uninominal body who runs and represents the unit at the highest level. The President shall be responsible for:

- a) representing the unit;
- b) directing the unit's services;
- c) exercising disciplinary power as set up by the statutes or as delegated to him or her by the Rector;
- d) drawing up the activities plan and budget, as well as the activities report and accounts.

Scientific (or Technical and Scientific) Council

The Scientific Council shall be responsible for defining and superintending the scientific policy of the Teaching and Research Units. The Scientific Council shall be responsible for:

- a) defining the unit's research policy;
- b) approving the activity plans and the annual reports of their subunits;
- c) approving the proposals for teaching staff admissions and contract renewal, as well as for researching staff;
- d) giving its opinion on teacher transfers;

- e) proposing the setting up of public calls for application of candidates for teacher admission, as well as the composition of the corresponding jury panels, after first consulting the concerned departments;
- f) deciding on the jury panel composition proposals submitted for postgraduate examinations;
- g) proposing the composition of jury panels for other academic examinations;
- h) giving its opinion on the requests for the awarding of equivalence to doctoral degrees and for proposing the composition of jury panels to this effect;
- i) proposing the creation of the new degree programmes and approving the study plans concerning the creation or modification of degree programmes in which the unit shall participate.

The Technical and Scientific Council shall be responsible for defining and superintending the scientific policy of the Teaching and Research Units of a polytechnic nature. Its competences are the same as those of the Scientific Council, with the exception of item h, which does not apply.

Pedagogical Council

The Pedagogical Council shall be responsible for defining and superintending the pedagogical policy of the unit. The Pedagogical Council shall be responsible for:

- a) giving its opinion on the pedagogical orientations and on teaching and assessment methods;
- b) promoting regular surveys on the organic unit's pedagogical performance, as well as the analysis and dissemination of its results;
- c) promoting teachers pedagogical performance assessment, by themselves as well as by the students, and the analysis and dissemination of its results;
- d) ensuring the mechanisms for periodical self-assessment concerning the teaching projects performance;
- e) examining complaints concerning pedagogical deficiencies and proposing the necessary remedial measures;
- f) approving the regulations concerning the assessment of students performance;
- g) giving its opinion on the rules of procedure on prescriptions;
- h) giving its opinion on the creation of degree programmes and on the study plans of the existing degree programmes;
- i) giving its opinion on the creation of school prizes;
- j) ensuring current management of the degree programmes' common matters, namely those concerning the academic and the evaluation calendar;
- k) proposing resources allocation with a view to the proper operation of the degree programmes;
- l) approving course unit and study plan equivalences, in compliance with the norms and criteria set up by the Academic Senate;
- m) moderating and arbitrating conflicts that may arise from the operation of degree programmes.

Management Council (optional)

The Management Council shall be the subunits representative body, and shall be responsible for managing the unit and coordinating its operation.

Advisory Council (optional)

The Advisory Council, if constituted on the strength of the unit statutes, must include both national and foreign eminent personalities. The Advisory Council shall be responsible for giving its opinion in pedagogical, scientific and interaction with society matters, concerning the projects in which the unit participates.

3.2.4 Governing bodies of the departments

Department Council²

The Department Council shall be responsible, namely, for:

- a) ensuring, within the scope of its powers, the departments' proper operation and the advancement of the projects in which the department is involved;
- b) approving the activities plan and annual report;
- c) electing the Department Director;
- d) managing the resources allocated to the department;
- e) proposing the assignment of teaching tasks to the department members;
- f) proposing the department's teaching and non-teaching staff training plans and programmes;
- g) giving its opinion on the creation, modification or extinction of the teaching projects in which the department shall intervene;
- h) proposing to the Scientific Council the composition of jury panels for the academic examinations taking place at the department;
- i) giving its opinion, when necessary, on the admission of doctoral degree candidates;
- j) proposing the recruitment of staff to the department;
- k) giving its opinion on the opening of public calls for application of candidates to permanent tenure teaching vacancies;
- l) laying down the department's regulations.

Department Director

The Department Director shall be responsible for:

- a) chairing the Department Council, as well as its committees;
- b) representing the department;
- c) call for and conducting the Department Council's meetings and, whenever they exist, the Standing Committee and any other committee;
- d) submitting to the Department the proposal for the budget and activities plan as well as the annual report, which shall be submitted to the organic unit;
- e) coordinating the management of human, financial and material resources allocated to the department;

[2] All references to the Department made in this Manual should be understood as extended to the equivalent organic subunits

- f) ensuring the setting up of the procedures for the holding of elections, as provided for in the organic unit's statutes, and for submitting the election results to the organic unit management bodies;
- g) coordinating the drawing up of the teaching tasks assignment plan;
- h) performing the responsibilities which shall be attributed to it by the organic unit's bodies;
- i) exercising permanently the functions which shall be delegated to it by the Department Council or by the Standing Committee.

3.2.5 Teaching projects direction and management

The Degree Programme Committee and the Degree Programme Director

The Degree Programme Committee shall be responsible for the management of degree programmes, and shall consist of teachers and students, in equal number, as well as of the Degree Programme Director. The Degree Programme Committees shall be coordinated by the Pedagogical Council of the organic units to which they are associated.

3.2.6 Student Ombudsman

The students' Ombudsman shall be responsible for the promotion of student rights, for gathering and processing the complaints filed, moderating conflict situations, issuing internal recommendations and contributing to the quality of the University's academic environment.

3.3 Nature and intervention areas of the Services

The University shall have Service Units, which shall provide logistical, technical and administrative support to the University, which shall aim at ensuring the pursuit of its functions and the exercise of the governing bodies' responsibilities, as well as that of the organic, cultural and specialised units.

3.3.1 Administrator

The Administrator shall, generally, be responsible for the Institution's current management, for guiding and coordinating the University's activities and services, at administrative, property and financial level, under the Rector's direction. The Administrator shall be responsible, namely, for:

- a) the technical coordination of the heads of the administrative services of the Units, with a view to ensuring the achievement of uniformity in their procedures and articulation between the administration and the services;
- b) drawing up the annual report of the activities developed by the services under his or her responsibility;
- c) Preparing studies and drawing up proposals for the improving the organisation of the University services.

3.3.2 Competences of the Services

The scope of the various offices and services of the University is summarised in Table 3.1.

Table 3.1 – The Scope of the University Services

Service	Scope
Services of the Rectorate	
The Support Services of the Rector (SAR)	Provide support to the technical and administrative operation of the Rector's office.
Communication, Information and Image Office (GCII)	Coordination and encouragement of activities related to communication and information, and to the dissemination of the University image.
Legal Department (AJ)	The study and treatment of issues in the field of legal advice, administrative procedures and litigation, as well as the disciplinary process.
Academic Division (DA)	Administrative secretariat for academic examinations and degrees, and ensures the normal technical and administrative operation of the Academic Senate
Administrative and Financial Services	
Human Resources Department (DRH)	The administrative management of human resources, including the areas of recruitment, paper work and filing, allowances, attendance and social security, as well as information and development of human resources.
Finance and Property Department (DFP)	Financial and asset management, including the areas of accounting, service provision and assets as well as project monitoring and implementation, and the postal services sector.
Audit and Control Office (GAC)	Planning and audit at administrative and financial levels towards an improved organisation and quality of the services, aiming at red tape reduction and elimination of formalities, while promoting the simplification of procedures.
Other Service Units	
Social Services (SASUM)	Providing services to students, namely accommodation, meals, scholarships, procuratorship, medical and psychological assistance, sports and cultural activities (organic unit with administrative and financial autonomy).
Technology and Information Systems Department (DTSI)	The design, development, operation, maintenance and coordination of the University's information systems, including the divisions of applications development and of system monitoring and maintenance.
Academic Services (SAUM)	Pedagogical and administrative support for undergraduate and graduate degree programmes at the University, including the divisions of students from the poles of Braga and Guimarães, the pedagogical division, the services office, the graduate studies division and the division for customer service and quality assurance.
Communication Services (SCOM)	Meeting the requirements of the University's telecommunications and technical support within the infrastructure of telecommunication units and services.
Documentation Services (SDUM)	Management of the University's libraries and promoting access to the sources of information, thus creating an integrated system composed of all of the functional librarianship units and bibliographic information units.
Quality Assurance Services (SGAQ)	Logistic support for the internal quality assurance system (cf. 4.2).
International Relations Services (SRI)	Coordination, monitoring and operational support for the development of initiatives involving the internationalisation of teaching, namely academic cooperation and mobility.
Technical Services (ST)	Planning and management of the following projects: University construction, maintenance, conservation, rehabilitation and requalification of the University buildings, equipment, outside areas, as well as management of the pedagogical areas.
Project Support Office (GAP)	Technical support for the elaboration and preparation of applications, for national and community R&D programmes and for teacher and researcher training and mobility programmes.
Teaching Support Office (GAE)	Support for the teaching projects of the University, including planning and development of teacher training, development of teaching and assessment programmes, dissemination and production of online resources (tutorials, publications), support for distance learning projects, management and exploitation of the electronic support services for teaching and learning and management of shared resources in the field of informatics.
Office for Inclusion (GPI)	Promoting the integration of students and employees with disabilities or special needs into the academic community, in accordance with the principle of equal opportunities.

4. Organisation of the Internal Quality Assurance System

4.1 Scope and objectives

The internal quality assurance system (SIGAQ-UM) covers the diverse dimensions of the institutional mission, including all activities developed by the University. The Quality Plan, which, as mentioned above, constitutes an essential reference point for quality assurance within the University is consequently developed in accordance with the mission vectors related to research, educational offer and interaction with society, as well as with the support vectors and transverse measures defined in the University's Action Programme for the 2009-2013 Quadrennium.

The main objective of SIGAQ-UM, with its double function of supporting strategic planning and continuously promoting quality as well as rendering information available to the community, is to promote the definition and documentation of the structural elements aimed at implementing the quality policy, namely:

- a) the institutional strategy and standards for quality;
- b) the responsibilities of the different bodies and levels of management in quality assurance processes;
- c) the monitoring, control, reflection and subsequent intervention aimed at continuous improvement;
- d) the possibilities of participation for students, teachers, researchers, non-teaching staff and external stakeholders;
- e) the organisation and continuous improvement of the system as well as the monitoring and revision of the quality policy.

As referred to in the preamble, the two fundamental documents that define the internal quality assurance system are the Quality Plan, within the frame of the Action Programme for the 2009-2013 Quadrennium, and the Quality Manual.

4.2 Structures and levels of responsibility

Strategic coordination of the internal quality assurance system is ensured by the Monitoring Committee of SIGAQ-UM (henceforth referred to as the Monitoring Committee). Functional coordination is ensured by the Quality Assurance Services (SGAQ), which function as a logistic support centre for the Monitoring Committee and for SIGAQ-UM.

The *Monitoring Committee* consists of:

- a) a Vice-rector or Pro-rector, appointed by the Rector to preside over the Committee;
- b) the Quality Manager;
- c) a representative of each of the teaching and research units, appointed by the Unit President;
- d) a representative of the cultural units, appointed by the Cultural Council;
- e) the Administrator;

- f) the Administrator for the Social Services;
- g) two representatives of certified services, appointed by the Rector;
- h) the President of the Students' Union;
- i) two student representatives, appointed by the student members of the Academic Senate;
- j) a personality of recognised merit, with relevant knowledge and experience in the areas of assessment and quality assurance in higher education institutions, appointed by the Rector.

The representatives of the organic units should function as “promoters of quality” within the respective unit, being permanent interlocutors of the Quality Assurance Services and assisting the Unit President in the process of internal coordination of procedures related to quality assurance.

The Monitoring Committee shall be responsible for:

- a) promoting the overall coordination of SIGAQ-UM, monitoring the implementation of the quality policy of the University as well as its units and services;
- b) revising self-assessment reports and improvement plans proposed;
- c) analysing the annual objectives in the field of quality assurance, as well as the respective level of achievement, and proposing any appropriate adjustments to be included in the Quality Plan;
- d) analysing the extent to which the different elements of the University relate to and collaborate with the internal quality assurance system and proposing concrete actions to be undertaken in order to encourage a culture of quality;
- e) ensuring the development of the procedures and instruments of the internal quality assurance system;
- f) promoting the elaboration of a portfolio of best practices, which gathers improvement suggestions for the different vectors as long as they are pertinent and susceptible to general application, and the respective dissemination;
- g) approving internal audits to the operation of SIGAQ-UM and proposing the creation of audit teams;
- h) approving the annual report on the operation of the quality assurance system and make recommendations to improve the system.

The Quality Assurance Services (SGAQ) are a logistic support structure of SIGAQ-UM, coordinated by the Quality Manager. SGAQ shall be responsible for:

- a) guaranteeing coordination and support to the internal and external assessment processes at the University;
- b) coordinating and encouraging the implementation and improvement of the internal quality assurance system;
- c) collaborating in the preparation and improvement of monitoring mechanisms within SIGAQ-UM;
- d) processing quality-related data and preparing a self-assessment summary report;
- e) annually updating the indicators that constitute the Institutional Progress Chart, in order to support the analyses to be carried out by the Monitoring Committee and by the University bodies;
- f) monitoring and encouraging the implementation of improvement plans;

- g) coordinating and fostering the process of hearing the internal and external stakeholders, namely the distribution of surveys to students, teachers, graduates and employers, as well as the respective processing and analysis;
- h) providing technical and administrative support to the SIGAQ-UM Monitoring Committee;
- i) monitoring and providing technical support to the performance of internal audits on the operation of the internal quality assurance system;
- j) coordinating the Educational Offer Observatory, including the AlumniUM portal;
- k) monitoring the development and maintenance of the SIGAQ-UM information system;
- l) producing an annual report on the operation of the quality assurance system, in order to implement the revision and update of the system's mechanisms and procedures;
- m) becoming a centre of updated information based on the documentation received from national and foreign institutions relating to quality assurance;
- n) gathering and processing information on programmes and initiatives related to teaching and training assessment and quality;
- o) promoting and coordinating studies on teaching and learning assessment and quality;
- p) establishing contacts with various national and foreign institutions in the same field of action.

All roles and responsibilities of the different management bodies in the specific field of quality assurance for the implementation of SIGAQ-UM are listed in Table 10.1.

5. Monitoring, Assessment and Feedback Methodologies for Continuous Improvement

5.1 The Quality Plan as a core element of the quality policy

In establishing the respective strategic and operational objectives, actions to be undertaken, goals to be reached and the corresponding schedule for their accomplishment, the Quality Plan of the University and its organic units and services sets out the quality standards to be followed.

Monitoring the development of different actions contained in the Quality Plan, as well as the level of achievement of the expected results is the responsibility of bodies or entities identified in the plans and requires the collection of indicators (quantitative indicators or indicators of the level of achievement of products to be obtained), which are also defined in the Plan.

Based on the detailed description of the objectives and actions defined in the Quality Plan for all strategic vectors and transverse measures, as well as on the elements collected by means of monitoring, each unit or service, through appropriate bodies and in accordance with properly institutionalised methodologies, promotes an analysis of the results achieved and the level of conformity with the objectives and targets fixed. The purpose of this analysis is to produce an annual self-assessment report which summarises the results and proposes amendments to be introduced, expressed in improvement plans and the possible reformulation of objectives or goals.

Drawing on the reports presented by the units and services, the Quality Assurance Services elaborate a self-assessment summary report of the University as a whole, including the collection of predefined indicators that constitute the Institutional Progress Chart of support for strategic planning.

The Monitoring Committee revises the reports and other elements prepared by SGAQ and proposes the approval of consolidated improvement plans.

The Academic Senate, based on reports and proposals submitted to the Rector by the Monitoring Committee, analyses the processes and results of the assessment of research and teaching projects, through the respective Committees, advising on the measures considered necessary for the improvement of quality.

5.2 Procedures for quality assurance in research

The methodologies for the assessment of research units are nowadays reasonably well developed and consensual, particularly with regard to the identification of the most relevant performance indicators. The standards issued by FCT require the regular elaboration of reports and specify the monitoring mechanisms for research units, as well as the type of information to be collected. The procedures for quality assurance in research at the University are, naturally, in line with these standards and guidelines.

The Quality Plan, as far as research is concerned (Vector 1 - Consolidate research, responding to the challenges of knowledge), aggregates the set of actions required to operationalise the institutional strategy for

research, thereby consolidating the centrality of research and its close conjunction with teaching as the guiding principle of the institutional mission. As indicated above, performance indicators and goals are assigned to each of the actions in the Plan, reflecting the quality standards that the research units aim to achieve, as well as the monitoring indicators.

Thus, each research unit will promote the development of an annual report, essentially analytical, in accordance with the standards issued by FCT, including the collection of performance indicators listed in the Quality Plan, namely the indicators of research activity level, scientific output and the valorisation of knowledge.

The Scientific (or Technical and Scientific) Council of each Organic Unit analyses and discusses the reports of the respective research units, and produces a summary report on the assessment of quality and adequacy of the research activity carried out in the unit, which will then become an integral part of the annual report of the unit and shall include, namely:

- a) an assessment of the quality and relevance of the research unit reports, improvement plans and actions adopted as a consequence of previous recommendations;
- b) the level of compatibility of the results with the standards and targets set in the Quality Plan;
- c) the key strengths and weaknesses of research in the Organic Unit;
- d) a global plan for the improvement of research in the Organic Unit (a summary of suggestions and a global action plan).

The self-assessment summary report of the University as a whole, produced by SGAQ, will encompass the different aspects of the University operation and its units, including research and development.

The Scientific Committee of the Academic Senate, based on reports and proposals submitted to the Rector by the Monitoring Committee, analyses the processes and results of the assessment of scientific projects, advises on the measures considered necessary for the improvement of research activity.

5.3 Procedures for quality assurance in teaching

The complexity of teaching and learning processes, the limited experience with regard to the assessment of teaching and the level of detail which characterises the external quality assurance standards and guidelines in this particular vector of the institutional mission justify a substantially increased degree of explicitness to ensure the quality of teaching.

The present approach does not intend to overestimate the dimension of teaching, rather to devise, in an incremental way, a model for the assessment of teaching and learning which may reach a level of consolidation equivalent to that already applied in the assessment of research.

5.3.1 Strategy for the assessment of teaching

The basic unit for the organisation and planning of teaching and learning processes is the course unit (UC). The UC will thus constitute the starting point for the monitoring of the operation of teaching activities in view of the aims established in the pedagogical plans of the degree programmes, aiming to improve the teaching processes, the students' performance assessment and their involvement in the learning processes.

The strategy for monitoring, assessing and improving teaching is essentially developed at successive levels of intervention which are gradually aggregated - UC, Course, Organic Unit and University - and consists mainly in the preparation of annual self-assessment reports, in accordance with the terms of reference specified further ahead.

The coordination of the processes for quality assurance in teaching, at the level of each Organic Unit, is the responsibility of the respective Pedagogical Council, without prejudice to the common guidelines issued by the Monitoring Committee.

The Quality Assurance Services will provide technical and logistic support, as included in their competences, specifically in the case of a centralised application of the various surveys on teaching.

The SIGAQ-UM information system will provide support for the online elaboration of reports at the various levels of intervention, in pre-defined formats, without prejudice to the existence of one or more open fields for specific situations or comments.

5.3.2 Assessment of UC operation

The coordinator of each UC is responsible for the respective self-assessment report, which is based on the teachers' perceptions of the UC operation and on the following additional sources of information, which should be available online via the information system:

- a) the UC file (elements concerning the organisation and planning of the UC);
- b) the performance of students in the UC;
- c) the results of the surveys on student perceptions of teaching/learning in the UC.

The UC file, whose completion and updating is the responsibility of the UC Coordinator, shall include in sufficient detail and in accordance with the established procedures:

- a) the UC designation and code;
- b) the designation and code of the degree programmes in which the UC is integrated;
- c) the intended learning outcomes (competences to be developed in the UC);
- d) the syllabus and the corresponding schedule;
- e) the number of hours, including contact hours, individual work hours and the number of credits;
- f) the teaching/learning methodologies;
- g) the assessment method and detailed criteria;
- h) the recommended basic and additional reading;
- i) the UC teaching team;
- j) the summaries of class work and the attendance list;
- k) the class schedule and the tutorial schedule of each teacher.

The results obtained by the students will be part of the UC file and will include the number of: enrolled students; students that attended the minimum required number of classes; students that were assessed, passed, failed, dropped out, as well as the distribution of the classifications of the students that passed.

The survey related to the students' views on teaching/learning in the UC will be obligatory and will involve one common questionnaire for all UCs, with the possible exception of a particular questionnaire created for those UCs whose nature justifies it (in the case of UCs operation mainly within the professional context, namely the project, internship, seminar, dissertation UCs, or similar). The questionnaire will include various groups of questions related to student self-assessment, the development of their competences, UC operation, the performance of teachers and the teaching/learning support resources.

The UC report complies with the following specifications:

- a) the report is prepared by the teaching staff, under the responsibility of the UC Coordinator, on an online form (a questionnaire with closed and open questions); the data on academic success and the results of the student and teacher survey about the UC will automatically be included in the form;
- b) the purpose of the report is to promote, in a brief way, the global assessment of the UC operation (with emphasis on the acquisition of skills by the students), the identification of pedagogical best practices and the establishment of improvement plans whenever the results are signalled as needing further reflection in terms of academic success or student or teacher perceptions;
- c) specifically, the report will focus on whether the information contained in the UC file is appropriate and updated; on the operation conditions of the UC and problems encountered; on the adequacy of the teaching/learning methodologies (particularly with regard to methodologies for assessing the skills acquired by students, the strategies towards the use of ICT as a means of support to teaching, and pedagogical innovation); on the identification of best practices that deserve to be disseminated; and on the adequacy of the results of academic achievement against the targets set;
- d) the report concludes with an analysis of the strengths and weaknesses of the teaching and learning process in the UC and suggestions for improvement;
- e) if, according to the standards and criteria adopted, the UC is flagged for further reflection, a profound analysis of the situation, as well as an action plan indicating a set of measures to be taken and the respective schedule toward the resolution of the problems encountered, and subsequent improvement of teaching, must be necessarily proposed.

5.3.3 Degree programme assessment

The Director of each degree programme, on his/her own or in conjunction with other persons as defined in specific regulations of the Pedagogical Council of the respective Teaching and Research Unit, shall prepare an annual report, based on reports from the UCs and other quality indicators provided in the Quality Plan (e.g. the qualification of demand, average graduation time, employability indicators, results of surveys applied to students, teachers, graduates and employers), which should valorise critical and prospective reflection concerning pedagogical matters, contemplating in particular:

- a) a summary of the qualification of demand and academic success results according to curricular year and for the degree programme as a whole as well as the global results of the surveys undertaken (all of these data shall be provided automatically in a pre-defined format by the information system);
- b) an appraisal of the answer given to the recommendations and improvement plans contained in the previous assessment;
- c) a reflection on the employability indicators and the adequacy of training to the needs perceived by graduates and employers;

- d) a summary of the strengths and weaknesses of the degree programme;
- e) recommendations for improving the organisation of the degree programme as well as the processes of teaching and learning;
- f) an action plan with improvement measures and respective schedule to overcome the problems behind the flagging of UCs signalled for further reflection as well as other difficulties encountered;
- g) the establishment of pedagogical best practices which may be included in a portfolio of best practices.

The report of each degree programme will be discussed and approved by the respective Degree Programme Committee.

5.3.4 Teaching assessment within the Organic Unit

The Pedagogical Council of each Organic Unit analyses and discusses the degree programme reports within the unit, and produces a summary report on the assessment of quality and adequacy of the educational offer and of teaching, which shall include:

- a) an assessment of the quality and relevance of degree programme reports, improvement plans and responses to previous recommendations;
- b) the level of compatibility of the results with the standards and targets set in the Quality Plan;
- c) the results of pedagogical reflection studies promoted within the Council, specifically regarding the articulation of teaching and pedagogical improvement;
- d) the main strengths and weaknesses of teaching within the Organic Unit;
- e) a comprehensive plan to improve teaching in the Organic Unit (summary of recommendations and comprehensive action plan).

The Scientific (or Technical and Scientific) Council of the Organic Unit takes note of the Pedagogical Council report and may comment on issues deemed relevant within the scope of its competences, especially regarding the articulation of teaching and research.

The Unit President takes note of the Pedagogical Council report and the comments issued by the Scientific (or Technical and Scientific) Council, which is included in the Unit's annual report to be submitted to the Unit Council. This body may choose to decide on additional aspects within the scope of its competences, particularly with regard to the recommendations and comprehensive action plan as well as issues related to the management of human and material resources.

5.3.5 Teaching Assessment at University Level

The President of the Monitoring Committee, assisted by SGAQ and based on the reports of each Organic Unit as well as the relevant indicators associated with the Quality Plan, particularly as regards the teaching/learning support services, produces a document summarising the most prominent aspects of the assessment of teaching organisation and operation, including the updating of the panel of indicators that constitute the Institutional Progress Chart, as well as the comprehensive action plan to improve the quality of teaching at the University.

The Monitoring Committee appraises the self-assessment reports, the summary report and the comprehensive action plan. It analyses the level of achievement of the goals set for the quality of teaching, appraises the operation of the internal quality assurance system for teaching and the overall improvement plan and comments on the possibility of adjusting the objectives and goals provided in the Quality Plan.

The Rector, after consulting the Pedagogical Committee of the Academic Senate, approves the quality promotion programmes and the allocation of the necessary resources for their implementation.

5.3.6 Portfolio of best practices

The dissemination of best practices is one of the actions specifically provided for in the Quality Plan, included in the quality management and assessment vector.

In view of this objective, and based on the suggestions of the UC, degree programme and Organic Unit self-assessment reports, the Monitoring Committee will promote the preparation and periodic updating of a portfolio of best practices, which shall gather relevant practices that may be applied at a global level.

The best practices will be discussed at annual pedagogical innovation meetings, and the portfolio will be widely disseminated within the University.

5.3.7 Concept and processing of results signalled for further reflection and exemplary results

Results signalled for further reflection in the teaching and learning process shall be regarded as those results which significantly deviate from the goals and targets outlined in the Quality Plan and other criteria set by the Pedagogical Councils.

On the other hand, exemplary results shall be those that significantly exceed the aforementioned goals and targets as well as other criteria.

As previously mentioned, the UC is the basic unit of educational organisation, and for that reason it is particularly important to flag the course units with results signalled for further reflection or with excellent results in view of the results of the surveys applied to students and teachers and of the academic success rates.

For the purposes of the criteria specified below, it is considered that there is a *negative assessment* on the part of students or teachers regarding a particular item when, in the survey answers, there is an average rating equal to or less than 3.5 points (on a scale of 1 to 6). Assessment is considered excellent if there is an average rating equal to or greater than 5.5 points (on a scale of 1 to 6).

As for the flagging of course units as containing results for further reflection or excellent results, it is thought pertinent, as a first step, to consider the results of the global items in the student surveys, especially the following: "*Globally, my assessment of this UC is positive*", "*Globally, my assessment of the teacher's performance in this UC is positive*" and "*Globally, the assessment of my performance in this UC is positive*", as well as the results of the global items in the teacher surveys, especially the following: "*Globally, my assessment of this UC is positive*" and "*Globally, my assessment of the work developed by the students is positive*".

In addition to other criteria that may be defined by the Pedagogical Council of the Organic Unit, the results obtained for a UC will be considered as needing further reflection, with subsequent flagging for improvement, if one or more of the following situations should occur:

- a) the overall UC assessment by the students is negative;
- b) the overall UC assessment by one or more of its teachers is negative;
- c) the overall assessment of one or more of the teachers performance by the students is negative;
- d) the overall assessment of student work by one or more of the teachers is negative;
- e) the student self-assessment is negative;
- f) the relationship "approved students/enrolled students" is below 50%;
- g) the relationship "approved students/ assessed students" is below two thirds.

Similarly, the results of a particular UC shall be deemed exemplary if at least five of the six conditions are true and in the remaining item the assessment is not negative: items a) to e) are excellent and the ratio "approved students/assessed students" is at least 90%.

The information system that supports the assessment process will produce for each degree programme a listing of the course units flagged for improvement, as well as the respective signalization on the report form. The Degree Programme Director, in collaboration with the Department Director responsible for the UC, shall develop the following lines of action:

- a) analyse the UC report and other information available, specifically the thoughts of the teachers;
- b) if necessary, contact the UC Coordinator or teachers;
- c) try to ascertain the reasons for the results obtained;
- d) inform, on the degree programme report, the result of the efforts undertaken for an assessment of the situation, aiming at:
 - d.1) an analysis of the situation;
 - d.2) a proposal of an action plan towards the resolution of the problems encountered, or an explanation of the reasons that may lead to the conclusion that an action plan to deal with the situation is not needed.

The action plans shall be properly scheduled and may include the need for teachers to receive training in relevant areas of pedagogical development.

5.3.8 Pedagogical audits

Without prejudice to the possibility of a broader plan of systematic internal audits to the teaching and learning process, the Monitoring Committee, unless special circumstances determine an alternative approach, shall determine that an audit to a UC be conducted, with a view to a more in-depth analysis of problems, whenever one of the following situations occurs:

- a) the UC is flagged for two or more of the aforementioned criteria;
- b) the Pedagogical Council or the Monitoring Committee believe that the justifications or proposals set forth in the action plan for UC improvement are insufficient to redress the problems encountered;

- c) the signalled problems evolved negatively in the following edition of the UC.

The pedagogical audits shall comply with duly established and documented procedures. The audit shall be conducted by an Improvement Team consisting of two faculty members with recognised expertise and teaching experience, one of them belonging to the Department of the UC, and one student (from the respective Degree Programme Committee or from the Pedagogical Council). The appointment of the Coordinator and other members of the Improvement Team is the responsibility of the Monitoring Committee.

The audit report, which will include recommendations for the resolution of the problems encountered, shall be submitted to the Degree Programme Director, the Department Director, the Pedagogical Council and the Monitoring Committee. Based on the report, the Pedagogical Council, in conjunction with the Degree Programme Director and Department Director, shall determine the actions to be undertaken.

5.3.9 The creation and restructuring of degree programmes

An additional issue with respect to the quality of teaching concerns the procedures and standards applied to the process of creating a new degree programme or restructuring an existing one.

This matter is regulated by a rector's resolution, outlining the standards to be met, specifically those inherent to the Bologna paradigm and the ECTS credit system as well as the responsibilities of the different University bodies on the creation/restructuring of degree programmes and identifying the elements that must be included in the preparation of the respective processes.

5.4 Procedures for quality assurance in external relations

The annual self-assessment reports of the Teaching and Research Units shall promote the analysis of the results achieved by the inter-institutional collaboration and interaction with society and the respective degree of compliance with the goals and targets defined according to the terms mentioned in sub-section 5.1.

The internationalisation of teaching and research as well as the mobility of students and teachers will also be analysed and dealt with in the Organic Unit reports.

The service units with active participation in cooperative relationships with the community as well as the cultural units shall include in their annual reports the collection of indicators outlined in the Quality Plan and a reflection on the degree of fulfilment of the objectives and goals defined in the scope of the relationships with the community.

The self-assessment summary report of the University encompasses the different areas of activity of the University as well as its units and services, including external relations at national and international levels.

5.5 Procedures for quality assurance in Cultural Units

The strategic plan and annual action plans of each Cultural Unit are prepared by taking into account the UMinho Quality Plan as well as the guidelines of the Cultural Council and follow the same formulation model, becoming integral parts of the aforementioned Quality Plan.

The annual self-assessment reports of the Cultural Units shall promote the analysis of the level of achievement of the goals and targets defined in the respective action plans according to the methodology described in 5.1, summarising the results of careful reflection and including a SWOT analysis of the unit, while also envisaging the necessary corrections expressed in improvement plans and a possible proposal for the reformulation of goals or targets.

The Cultural Council, in its annual activity report, includes an analytical assessment on the performance of cultural units and proposes a comprehensive plan to improve UMinho's cultural activity developed within the Council and cultural units.

5.6 Procedures for quality assurance of the Services

The strategic plan and annual action plans of each Service are prepared by taking into account the UMinho Quality Plan and follow the same formulation model, becoming integral parts of the aforementioned Quality Plan.

The annual self-assessment reports of the Services shall promote the analysis of the achievement level of the goals and targets defined in the respective action plans according to the methodology described in 5.1, summarising the results of careful reflection and including a SWOT analysis of the Service, while also envisaging the necessary corrections expressed in improvement plans and a possible proposal for the reformulation of goals or targets.

5.7 The dimension of human and material resources

The annual self-assessment reports of units and services shall include the dimension of quality assurance in the management of human resources against the objectives defined in the respective Quality Plan, specifically as regards:

- a) procedures for the selection, appointment, assessment and promotion of staff;
- b) procedures for the welcome and integration of new elements;
- c) development of technical, pedagogical or scientific competences.

Similarly, the reports will cover the dimension of logistical resources, particularly with regard to the objectives and priorities related to teaching and research infrastructures, investment in equipment and resource rationalisation.

In turn, several actions foreseen in the Quality Plan both in the scope of the mission vectors and the support vectors concern the institutional policies for human and material resource management, which will subsequently be monitored, analysed and subject to the feedback mechanisms for improvement described in 5.1.

6. Interface of the Internal Quality Assurance System with the Institutional Strategic Management

Without prejudice to the strategic coordination of SIGAQ-UM promoted by the Steering Committee and the coordination and logistic support provided by SGAQ, as well as the contribution of the Information System to the collection and systematic treatment of data and relevant indicators, all of the self-reflection work leading to the elaboration of the self-assessment reports concerning the different levels and activities is conducted by the actual coordination and management bodies: the Course Units Coordinators, Degree Programme Directors, Degree Programme Committees and Pedagogical Councils, regarding the teaching dimension; The Directors and Directive Committees of the research units, and the Scientific Councils, for the research dimension; the Cultural Units Coordinators and the Cultural Council, as regards the scope of these units; the Heads of Services, with respect the dimension of support services; the Academic Senate, with reference to the analysis of the processes and results of the self-assessment and to advising the Rector. As a result, a close connection has been established between SIGAQ-UM and the coordination and management bodies.

With respect to the use of the information produced by SIGAQ-UM as a tool for strategic management, the Unit Councils in the Organic Units and the Rector, based on the self-assessment reports and summary reports, analyse on an annual basis the level of achievement of the goals and targets proposed in the Quality Plan, starting from the panel of indicators and the analyses conducted, and promote an extended discussion about these issues.

Based on such discussions and analyses, they validate the Quality Plan on their level of competences, suggesting the adjustment, whenever necessary, of strategic objectives, operational objectives or goals to be achieved.

It is for the Rector to coordinate and approve the reformulations introduced to the Quality Plan.

7. Participation of Internal and External Stakeholders in the Internal Quality Assurance System

The institutional policy for quality favours the participation of all relevant stakeholders, internal and external, in the processes of strategic planning and quality assurance.

The involvement of the stakeholders may take multiple forms, the most relevant being the participation in the composition of government bodies and advisory bodies as well as regular consultation by means of surveys.

The characterisation of the participation mode of the different stakeholders, both internal and external, is summarised in Table 10.2.

8. Producing and Disseminating Information

8.1 Information gathering and processing

Institutional self-knowledge is an essential starting point for the internal system of quality assurance. The collection and analysis of information about the organisation and activities of the University are thus of great importance and should be able to rely on the support of the University's information system, where all the necessary forms will be available for a standardised gathering of information by the different stakeholders, in addition to data and indicators resulting from the monitoring and follow-up of the actions foreseen in the Quality Plan.

The assessment of teaching/learning, which is the most complex component of the internal system of quality assurance, has as its main sources of information:

- a) the data concerning the organisation and planning of each course unit as well as the results achieved in the UC, which constitute the UC file and must be available in the information system;
- b) the results of the surveys on the perceptions of students and teachers about the operation of teaching;
- c) the report of each UC;
- d) other results relevant to the assessment of teaching, particularly those related to employability, such as surveys applied to graduates and employers;
- e) elements resulting from external assessments, specifically reports and recommendations of degree programme advisory committees, should they exist;
- f) indicators on the quality of the processes and tools for student assessment, measured by objective criteria (docimology and level of discrimination, among others).

The responsibilities for supplying the main information items, including instruments for the monitoring of teaching, are specified in the corresponding procedures. Table 10.3 for the characterisation of surveys related to teaching and learning (in Appendix) indicates the entities responsible for applying these instruments and the respective periodicity.

In the remaining thematic or transverse areas of analysis, data collection and indicators are the responsibility of the bodies or agents mentioned in the Quality Plan.

With regard to the Services, the preparation of the self-assessment reports shall include the distribution of surveys to assess the level of user satisfaction. The characterisation map of the implemented surveys is depicted in Table 10.4.

The treatment, analysis and systematisation of the information will be globally coordinated by SGAQ and will rely on the technical support of the information system.

SGAQ will ensure the maintenance of a panel of indicators with values referring to at least the three most recent years, with the purpose of keeping an updated Institutional Progress Chart that illustrates the

University's development tendencies. The minimal composition of the panel of indicators is shown in Table 10.5, which further specifies the entities responsible for the respective collection of indicators.

8.2 Disseminating information

The assessment outcomes shall be widely disseminated within the academic community, not only due to its pedagogical and facilitating effect towards a sustained improvement process, but also to encourage greater commitment and participation of all elements of the University in implementing the Quality Plan. Different levels of dissemination may, however, be established for some information items, specifically as regards:

- a) student and teacher perceptions on the UC: generally only global results are released - individual results will be made known only to the teacher, the UC Coordinator, the Degree Programme Director, the Department Director, the Pedagogical Council President and the Organic Unit President;
- b) the UC self-assessment reports will be known only to the Degree Programme Director, the Department Director, the Pedagogical Council President and the Organic Unit President, without prejudice of the inclusion of aggregated data from the UC self-assessment reports in the degree programme self-assessment reports.

As for public information on projects and activities, the University has a long tradition of publishing a detailed annual report of activities. With the adoption of the Quality Plan, the report shall now explicitly include the level of achievement of the goals and targets defined in the plan.

The European Standards and Guidelines for quality assurance in teaching place great emphasis on the regular publication of updated, impartial and objective information, both quantitative and qualitative, about the educational programmes and degrees offered. In accordance with this guideline, the University shall maintain the information on its website duly updated, specifically covering the following items:

- a) educational offer available;
- b) intended learning outcomes, qualifications granted and employability prospects for each degree programme;
- c) student access and guidance policies;
- d) degree programme planning;
- e) teaching, learning and student assessment methodologies;
- f) mobility opportunities;
- g) mechanisms to deal with complaints and suggestions;
- h) qualifications of the faculty;
- i) access to material resources and teaching support services;
- j) teaching outcomes in terms of academic results, professional insertion and level of satisfaction of internal and external stakeholders;
- k) internal quality assurance policies.

9. Monitoring, Assessment and Continuous Development of the Internal Quality Assurance System

The Monitoring Committee, with technical support provided by SGAQ, shall promote permanent monitoring and follow-up of the quality assurance system, focusing on the implementation status of the various system procedures within each unit and the University as a whole; the effectiveness of indicator collection, particularly with regard to the information system and the distribution of surveys; the fulfilment of deadlines; the depth and breadth of the analysis performed and the level of detail and relevance of the action plans for improvement.

SGAQ will produce an annual report on the operation of the quality assurance system, identifying the difficulties encountered as well as the strengths and weaknesses of the system and proposing the necessary adjustments. The Monitoring Committee will analyse and approve the report and make recommendations to improve the system. The Rector, after consultation with the Academic Senate, will decide on the actions to be undertaken with respect to the recommendations made.

The University will also promote an external institutional assessment on a regular basis, which will focus in particular on the quality and the internal quality assurance system. The frequency and format of the external assessment will be set according to the national terms of reference which may at some point be adopted by the Agency for Assessment and Accreditation of Higher Education.



10. APPENDIX

List of tables in Appendix

- Table 10.1 - Roles and responsibilities of the management bodies regarding quality.
- Table 10.2 - Stakeholder participation in the quality assurance system.
- Table 10.3 - Characterisation of surveys on teaching/learning.
- Table 10.4 - Characterisation of surveys on the level of Service user satisfaction.
- Table 10.5 - Institutional Progress Chart Indicators.
- Table 10.6 - Map of established procedures concerning the teaching/learning processes and the respective monitoring.
- Table 10.7 - Map of regulations concerning the teaching/learning processes.



Table 10.1 – Roles and responsibilities of the management bodies regarding Quality

General Council	Propose initiatives deemed necessary to the proper operation of the University Approve annual plans and the activity report of the University, under recommendation of the Rector
Rector	Approve the University's self-assessment system Approve teacher, researcher and non-teaching staff assessment systems Take the necessary measures to ensure the quality of teaching and research at the University and its organic units Approve general regulations on pedagogical matters Establish school awards
Academic Senate Plenary	Promote the strategic analysis of the educational offer, scientific activity and interaction with society
Academic Senate Scientific Committee	Promote the prospective analysis of scientific activity and interaction with society Promote the analysis of the processes and results of the assessment of scientific projects
Academic Senate Pedagogical Committee	Promote the prospective analysis of the educational offer Promote the analysis of the processes and outcomes of the assessment of education projects Comment on policies and programmes for the promotion of teaching quality Comment on the regulations generally applicable in pedagogical matters
Academic Senate Planning Committee	Comment on the integrated and prospective analysis of the educational and scientific offer as well as the possibilities of interaction with society Comment on the processes and outcomes of the non-teaching staff assessment
Unit Council	Define the general guidelines of the unit Approve the activity report of the unit
Scientific (or Technical and Scientific) Council	Approve activity reports of the departments and research centres within the unit Propose the creation of new degree programmes and approve the curricula of degree programmes in which the unit participates
Pedagogical Council	Comment on the pedagogical guidelines as well as teaching and assessment methods Promote regular surveys on the pedagogical performance of the organic unit and the respective analysis and dissemination Promote the implementation of teacher pedagogical performance assessment by themselves and the students as well as the respective analysis and dissemination Ensure regular self-assessment mechanisms for the assessment of teaching projects Analyse complaints concerning pedagogical deficiencies and propose the necessary remedial measures Approve the student assessment regulation
Department Council	Approve the annual activity report of the department Propose plans and training programmes for the teaching and non-teaching staff assigned to the department
Department Director	Collaborate with the Degree Programme Directors in analysing situations of results signalled for further reflection in course units that are the responsibility of the department
Degree Programme Committee	Analyse and approve the self-assessment report of the degree programme
Degree Programme Director	Prepare the self-assessment report of the degree programme Analyse situations of results signalled for further reflection within the degree programme and propose an action plan to resolve the problems encountered



Table 10.2 – Stakeholder participation in the quality assurance system

Partner	Participation in bodies with responsibilities in the SIGAQ-UM	Participation in quality assurance processes	Surveys
Teachers	General Council Academic Senate (Plenary and Committees) Disciplinary Council Unit Council Scientific (or Technical and Scientific) Council Pedagogical Council Department Council Degree Programme Committee	Participation in the Monitoring Committee Participation in the Pedagogical Audit Teams Elaboration of UC reports Identification of best practices Participation in the elaboration of self-assessment reports	Teaching/learning perceptions for each UC Satisfaction level with the Services' performance
Students	General Council Academic Senate (Plenary, Pedagogical Committee, Planning Committee) Disciplinary Council Unit Council Pedagogical Council Degree Programme Committee	Participation in the Monitoring Committee Participation in the Pedagogical Audit Teams Participation in the elaboration of self-assessment reports	Survey for new students Teaching/learning perceptions (for each UC) Teaching/learning perceptions (global, for the degree programme) Surveys for Erasmus students Satisfaction level with the Services' performance
Non-teaching and non-research staff	General Council Academic Senate (Plenary, Pedagogical Committee) Disciplinary Council Unit Council Department Council	Participation in the Monitoring Committee Participation in the elaboration of self-assessment reports	Satisfaction level with the Services' performance
Graduates		AlumniUM Portal	Survey on career paths
Employers/Businesses			Survey on the competences of graduates
Service clients			Satisfaction level with the services rendered
External entities	General Council Cultural Council Advisory Committee of the research units Unit Council (a) Unit Advisory Committee (b)		

(a) – The statutes of the organic units may provide for the participation of external members in the respective Unit Councils.

(b) - Optional body in the teaching and research units. If established, it must include external members.



Table 10.3 – Characterisation of surveys on teaching/learning

Designation	Objetive	Target group	Application method	Responsible for application	Frequency of application
Surveys for New Students	Gather the opinions of the new students (socio-demographic characterisation and expectations)	Students of the 1 st cycle and Integrated Master	Online questionnaire	GCII	Annual
Teaching/Learning Perceptions COURSE UNIT PEA-UC-E	Gather the opinions of the students on the course unit/teacher pair Note: English version available	Students of the 1 st and 2 nd cycles and Integrated Master	Online questionnaire	SGAQ	Semestral
Teaching/Learning Perceptions COURSE UNIT PEA-UC-D	Gather the opinions of the teachers on the course unit/teacher pair Note: English version available	Teachers of the 1 st and 2 nd cycles and Integrated Master	Online questionnaire	SGAQ	Semestral
Teaching/Learning Perceptions DEGREE PROGRAMME – PEA-C 1 st CYCLE	Gather feedback from students of the degree programme/year on organisational and curricular aspects. Note: English version available	Students of the 1 st cycle and Integrated Master	Online questionnaire	SGAQ	Annual
Teaching/Learning Perceptions DEGREE PROGRAMME - PEA-C 2 nd CYCLE	Gather feedback from students of the degree programme/year on organisational and curricular aspects Note: English version available	Students of the 2 nd cycle	Online questionnaire	SGAQ	Annual
Teaching/Learning Perceptions DEGREE PROGRAMME – PEA-C 3 rd CYCLE	Gather the opinion of 3 rd cycle students on organisational and curricular aspects	Students of the 3 rd cycle	Online (under construction)	SGAQ	Annual



Table 10.3 – Characterisation of surveys on teaching/learning (cont.)

Designation	Objective	Target group	Application method	Responsible for application	Frequency of application
Survey on OUT students	Gather feedback from students on the degree programme	ERASMUS students	Paper questionnaire	SRI	Annual
Survey on IN students	Gather feedback from students on the degree programme	ERASMUS students	Paper questionnaire	SRI	Annual
Erasmus Godfather/Godmother Survey	Gather opinions on the Erasmus Godfather/Godmother initiative regarding the accompaniment and support provided	ERASMUS students	Paper questionnaire	SRI	Annual
Survey on Portuguese Course	Gather feedback on the Portuguese Language Course	ERASMUS students	Paper questionnaire	SRI	Annual
Survey/Report on teachers' mobility	Collect information and the opinion of UMinho teachers in Erasmus mobility programs abroad	Teachers in mobility	Paper questionnaire	SRI	Annual
Survey on Intensive Programmes	Gather feedback on the organisation of Erasmus Intensive Programmes	Participating Students	Paper questionnaire	SRI	Annual
<i>Summer on Campus</i> Programme	Collect the students' opinions on the functioning of the developed activities	Medium and High School students	Paper questionnaire	SRI	Annual
Survey on Employment	Gather feedback on career paths	Alumni	Online questionnaire	SGAQ	Annual
Survey on the competences of graduates	Gather feedback on collaborators/alumni in the work context	Businesses	Questionnaire in electronic support	SGAQ	Annual



Table 10.4 – Characterisation of surveys on the level of service user satisfaction

Designation	Objective	Target group	Application method	Responsible for application	Frequency of application
Satisfaction Assessment SGAQ	Determine the level of satisfaction with the performance and service provided.	Teachers Employees	Online questionnaire	Services for Quality Assurance	Annual
Satisfaction Assessment SASUM	Determine the level of satisfaction with the front office, performance and service provided by the Food, Social as well as Sports and Cultural Departments	Students Teachers Employees	Paper questionnaire	Social Action Services	Biannual
Satisfaction Assessment SDUM	Determine the level of satisfaction with the front office service provided; determine the level of satisfaction with the performance and adequacy of the service (LibQual)	Students Teachers Employees	Online questionnaire	Library Services	Annual
Satisfaction Assessment SAUM	Determine the level of satisfaction with the service provided.	Students	Online questionnaire	Academic Services	Annual
Avaliação da Satisfação SAR	Determine the level of satisfaction with the service provided.	Dirigentes de Unidades Orgânicas, Diretores de Serviços, Secretariados de Vice e Pró-Reitores	Online questionnaire	Rector Support Services	Annual
Avaliação da Satisfação GPI	Determine the level of satisfaction with the service provided.	Students Teachers	Paper questionnaire	Office for Inclusion	Annual
Avaliação da Satisfação GAE	Determine the level of satisfaction with the service provided.	Students Teachers Employees	Online questionnaire	Teaching Support Office	Annual
Avaliação da Satisfação DTSI	Determine the level of satisfaction with the service provided.	Students Teachers Employees	Online questionnaire	Tecnology and Information Systems Department	Annual



Table 10.5 – Institutional Progress Chart Indicators (years n, n-1, n-2)

Field of analysis <i>Sub-field</i>	Indicator	Description	Entity responsible for the information
Teaching			
Educational offer	Diversification level of the educational offer	No. and relative proportion of 1 st , 2 nd and 3 rd cycle programmes, technological specialisation programmes, graduate programmes, etc.	Academic Services
Qualification of demand	Candidates/vacancy	No. of candidates for each degree programme/no. of vacancies, at different placement stages	Academic Services
	1 st choice candidates/vacancy	No. of 1 st choice candidates for each degree programme during the 1 st stage/no. of vacancies	Academic Services
	Placed candidates/vacancy (%)	No. of candidates placed in each degree programme at all stages/no. of vacancies	Academic Services
	Candidates placed in 1 st choice/vacancy	No. of candidates placed in 1 st choice in each degree programme, at all stages/no. of vacancies.	Academic Services
	Access classifications	Minimum average and maximum access classifications for each degree programme.	Academic Services
Student mobility level	Students admitted by transfer, change of degree programme or re-access students/ total number of new students enrolled (%).	Academic Services	
Student body	Enroled students	Number of students enroled per degree programme (total and per curricular year). Total enrolment numbers per knowledge area and for the the University according to 1 st , 2 nd and 3 rd cycle programmes.	Academic Services
	Geographic origin	Percentual distribution of enroled students/District of origin.	Academic Services
	Gender distribution	Percentual distribution of enroled students/gender for each degree programme, according to knowledge area and to the University.	Academic Services
	Working students	Percentage of working students in each degree programme per knowledge area and forr the University.	Academic Services
	Imputation per organic unit	No. of students allocated to each organic unit in terms of students-equivalent according to the intervention level of the unit in each degree programme.	Academic Services
Teaching organisation	Definition level of learning outcomes	Discrimination level of the intended learning outcomes for the degree programme and the respective course units.	Pedagogical Council
	Level of curricular articulation	Adequacy level of the horizontal and vertical curriculum articulation processes.	Pedagogical Council
	Adequacy level of the teaching methodologies	Adequacy level of the teaching methodologies to the development of learning skills as well as academic and professional competences.	Pedagogical Council
	Interaction level of research and teaching (1 st and 2 nd cycles)	Level of support level provided by research to the teaching activity, translated in the no. of research projects with the involvement of students, no. of R&D projects with connections to course unit topics and no. of seminars aimed at students.	Pedagogical Council
Training efficiency	Academic success rates	Percentage of students that successfully pass to the next academic year, for each degree programme and curricular year, according to knowledge area and to the University.	Academic Services
	Dropout rates	Percentage of students who drop out of the degree programme.	Academic Services
	Average graduation time	Average no. of years that it took graduates of each academic year to graduate.	Academic Services
	Graduation time distribution	Number and percentual distribution of graduates who completed the degree programme in n, n +1, n +2 n +2 or more years (n = number of curricular years of the degree programme).	Academic Services



Table 10.5 – Institutional Progress Chart Indicators (cont.)

Field of analysis <i>Sub-field</i>	Indicator	Description	Entity responsible for the information
Teaching (cont.)			
Professional insertion of 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 employed graduates working in sectors related to their training area.	SGAQ
	Average income level	Average level of the income received by UM graduates.	SGAQ
Social support	Scholarships and loans	Percentage of students benefiting from scholarship or loan. Average scholarship and loan amount.	Social Services
	Accommodation	Percentage of students housed in university halls of residence; level of demand satisfaction (housed students/no. of students demanding accommodation).	Social Services
	Medical and psychological assistance	Level of accessibility to medical and psychological assistance. No. of students assisted.	Social Services
Research			
Organisation and activity level	Acknowledged R&D units	No. of research units acknowledged by FCT and the respective classifications obtained in the international assessment.	Rectorate
	Involvement of the faculty	Percentage of faculty integrated in: acknowledged R&D units and units rated as Excellent or Very Good.	Scientific Council/Rectorate
	Full-time researchers	Full-time researchers / total FTE researchers. Discrimination by type: with working contract, post-doctoral, grant holders, etc.	Scientific Council/Rectorate
	Doctoral (PhD) students	No. of doctoral students. PhD students/PhD researcher ratio.	Scientific Council/SAUM
	Partnership projects	No. of R&D projects developed on the basis of partnerships with national and international institutions.	Scientific Council/Rectorate
R&D revenue	Annual revenue for R&D, according to funding source. Funding/ PhD researcher (FTE) ratio. Ditto for contractualised funding.	Scientific Council/Rectorate	
Scientific output	Doctoral theses	No. of doctorates completed each year. PhDs/PhD teacher ratio.	Scientific Council/SAUM
	Publications	No. of publications according to publication type. Impact factors. Ratios per PhD researcher.	Scientific Council
	Awards and honours	No. of awards and honours received each year.	Scientific Council
Valorisation of knowledge	Patents	No. of patents filed. Patent transferred to spin-offs or ceded for exploration.	Rectorate
	Businesses created	No. of spin-offs, start-ups and other businesses created.	Rectorate
Interaction with Society			
Institutional action in the external environment	Institutional relations in the country	Institutional relations at local, regional and national levels (protocols, agreements, associations, consortia, projects, etc.).	Rectorate
	Service rendering projects	No. of specialised service rendering projects. Revenue and overheads. Percentage weight of the budget.	Organic Unit
	Conferences	No. of conferences, seminars and other meetings of interest to society, organised each year.	Organic Unit
	Cultural and artistic activity	No. of cultural and artistic events according to type of activity.	Organic Unit
	Sports Activity	No. of sports events and championships organised by the University.	Social Services



Table 10.5 – Institutional Progress Chart Indicators (cont.)

Field of analysis <i>Sub-field</i>	Indicator	Description	Entity responsible for the information
Internationalisation			
Internationalisation	International institutional relations	Institutional relations at international level (protocols, agreements, associations, consortia, etc.).	SRI
	International teaching projects	No. and description of programmes developed in connection with foreign institutions. Erasmus Mundus partnerships and coordination.	SRI
	International R&D projects	No. and description of international R&D projects.	Scientific Council/Rectorate
	International programmes	No. of advanced international programmes and no. of participants.	Organic Unit
	Foreign students	Percentage of foreign students enrolled at UM, according to cycle of studies.	Academic Services
	Student mobility	No. of UM students abroad and no. of foreign students at UM as part of mobility programmes.	SRI
	Teacher/researcher mobility	No. of UM teachers and researchers abroad and no. of foreign teachers and researchers at UM as part of mobility programmes.	SRI
Human resources			
Faculty	Doctorate teachers	Percentage of FTE teaching staff and career staff with a doctoral degree (per knowledge area and for the University).	Scientific Council
	Students / teacher	Students / FTE teacher, students / FTE PhD teacher.	Pedagogical Council
	Integration in R&D units	Percentage of career staff integrated in R&D units acknowledged by FCT.	Scientific Council
	Teacher pedagogical training	Percentage of teachers who attended at least one pedagogical training session each year.	Pedagogical Council
Non-teaching staff	Academic Training	Percentage of non-teaching staff with higher education.	Organic Unit/DRH
	Non-teaching staff / faculty	Non-teaching staff / faculty and technical and administrative support staff / faculty ratios.	Organic Unit/DRH
	Students / non-teaching	Students / non-teaching staff ratio.	Pedagogical Council
	Non-teaching staff training	Percentage of non-teaching staff who attended at least one training session each year.	Organic Unit/DRH



Table 10.5 – Institutional Progress Chart Indicators (cont.)

Field of analysis <i>Sub-field</i>	Indicator	Description	Entity responsible for the information
Material and financial resources			
Physical resources	Facilities – Net area	Total net floor space. Academic floor space (m ² /student) and research floor space (m ² /PhD researcher) ratios.	ST/Rectorate
	Computer equipment	No. of computers available. Computer/employee (non-teaching or faculty) and computer/student ratios.	Organic Unit
	Document collection	No. of books, journals, theses and other sources of documentation available physically or online.	Documentation Services
	Accessibility to ICT and the Internet	Percentage of physical floor space with wireless access to the Internet. Percentage of teachers, employees and students with access to the Internet	Communications Services
Financial resources	Sources of funding	Amount of revenue and its percentage breakdown by sources of funding.	Administrator
	Structure of expenditure budget	Amount of expenditure and its percentage breakdown by major headings (investment, staff, day-to-day operation, strategic areas).	Administrator
	Unit costs	Amount of cost/student and expenditure on research/PhD researcher, based on a global imputation model for the University.	Rectorate
Quality System			
Quality system	Institutionalisation level of the internal system of quality assurance	Development level of the internal system of quality assurance, expressed in an explicit quality strategy that promotes a systematic and consistent assessment of all the activities and agents.	Monitoring Committee
	Participation level of the agents	Participation level of teachers, students and employees in the process of quality assurance and reassessment of the respective strategy.	SGAQ
	External monitoring	Percentage of degree programmes that have external monitoring and advisory committees.	Pedagogical Council
	External assessment	Level of involvement in national and international assessment procedures.	SGAQ



Table 10.6 – Characterisation of surveys on teaching/learning

Ref.	Scope	Description	Publication	Note
1	Creation and review of degree programmes	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.	Resolutions RT-41/2005 and RT-35/2012	
2	Creation and update of the Degree Programme Catalogue	Norms for the annual update of the degree programme catalogue in Portuguese and English.	Resolution RT-35/2012	
3	Creation and update of the Course Unit file	Procedures and criteria for the creation and regular update of the course unit files.	Resolution RT-35/2012	
4	Student selection and recruitment	Procedures for the establishment of access conditions and no. of vacancies for the national access competition. Exam regulations specifically appropriate to assess the ability of over 23-year-olds to attend the University of Minho. Regulations of the regimes of re-access, change of degree programme and transfer Special access regime to Medical School for undergraduate degree holders. Attendance regime for students not enrolled in a degree programme, who register only in one or few course units, in a lifelong learning perspective.	n.a. Resolution RT-07/2009 Decree-Law 26/2011 Resolution RT-18/2012 Resolution RT-22/2011	
5	Student assessment	Procedures and criteria for the assessment of student performance in the course units.	Resolution RT-47/2007 (RIAPA)	(1)
6	Results signalled for further reflection	Procedures for the flagging and treatment of results signalled for further reflection in the course units.	Quality Manual	
7	Internal audits	Procedures associated with the decision on whether to perform internal audits and the manner in which they are carried out.		(2)
8	Complaints and suggestions	Procedures to deal with complaints and suggestions. Regulations for the consultation of exam papers, exam complaints and appeals, and exams by jury.	n.a. Resolution RT-47/2007	(1)
9	Monitoring and assessment of teaching	Procedures for the monitoring, assessment and establishment of teaching improvement plans.	Quality Manual	
10	Professional integration of graduates	Follow-up procedures for the integration and professional involvement of graduates.	<i>AlumniUM</i> Portal	
11	Information processing	Procedures for the collection, processing and dissemination of internal information.	Quality Manual	
12	Providing public information	Procedures for providing public information on a regular basis about the organisation, activities and results achieved by the University of Minho.	Quality Manual	

n.a. - not yet available

Comments:(1) In revision, in the scope of the Academic Regulations; (2) Not yet established. To be developed as defined in item 5.3 of the Quality Manual.



Table 10.7 – Map of regulations concerning the teaching/learning processes

Ref.	Scope	Description	Publication	Note
1	Enrolments, assessment and year transition	RIAPA - Regulations on enrolments, assessment and year transition applicable to 1 st cycle and Integrated Master's students.	Resolution RT-47/2007	(1)
2	Graduate programmes	Regulations of graduate programmes: doctoral programmes, master's and specialisation programmes.	Resolutions RT-01/2007 and RT-04/2007	
3	Enrolment in extracurricular units	Regulations of enrolment in extracurricular course units by UM students enrolled in undergraduate programmes.	Resolution RT-18/2011	
4	Professional internships	Regulations of professional internships.	Resolution RT-133/2008	
5	Equivalence of course units	Regulations for the concession of equivalences, applicable to students admitted to UM via the regimes of re-access, change of degree programme and transfer, the special access competitions or the national access competition.	Resolutions RT-23/2006 and RT-63/2007	
6	Part-time student	Regulations of the part-time student regime.	Resolution RT-112/2008	
7	Working student	Regulations of the working student status.	Resolution RT-65/2009	
8	Students with special educational needs	Special attendance regime for students with physical disabilities or sensory impairment.	Resolution RT-20/2006	
9	Association leader	Regulations of the student association leader status.	Resolution RT-27/2006	
10	Top-level athletes	Regulations of the top athlete status.	Resolution RT-22/1998	
11	Pregnant and puerperous students	Special regulations applicable to pregnant and puerperous students as well as student mothers and fathers with children under 3 years old.	Resolution RT-21/2006	
12	School merit award	Regulations for the bestowal of the merit school award to UM students.	Resolution RT-30/2012	
13	Disciplinary regulation	Student disciplinary regulations.	n.a.	

Comments: (1) In revision, in the scope of the Academic Regulations.

