Quality Manual

Internal Quality Assurance System

4rd version

October 2023

"... quality is like love. Everybody talks about it and everybody knows what he or she is talking about. Everybody knows and feels when there is love. Everybody recognizes it. But when we try to give a definition of it, we are left standing with empty hands."

A. I. Vroeijenstijn (1995: 13)

List of Abbreviations

A3ES – Agency for Assessment and Accreditation of Higher Education

CDQ - Quality Development Council

PC - Pedagogical Council

CTC - Technical-Scientific Council

GAAQ - Accreditation and Quality Assessment Office

GAPEE - Student Support Office

GEISP - Internships and Socio-Professional Insertion Office

QA - Quality Manager

GRI - International Relations Office

ISCET - Higher Institute of Business Sciences and Tourism

SIGQ - Internal Quality Assurance System

SA - Administrative Services

SGRI - IT Resources Management Services

SDI - Documentation and Information Service

CIIIC - Center for Interdisciplinary Research and Community Intervention

GCII - Communication and Image Office

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1. QUALITY MANUAL

1.1 Foundations, objectives and compliance

This Quality Manual describes the Internal Quality Assurance System of the Higher Institute of Business and Tourism Sciences, in accordance with the standards and guidelines for quality assurance in European Higher Education (ESG, 2015) and those of the Higher Education Assessment and Accreditation Agency (A3ES).
It also refers to the means adopted at ISCET to ensure the appropriate quality of the services provided, and it constitutes the support for the organisational procedures and the implementation of the set of actions corresponding to the SIGQ.
It is the responsibility of all those involved in ISCET to implement and comply with it in order to realise the underlying objectives of the SIGQ.
ISCET management structure is primarily responsible for ensuring compliance with the provisions of this manual at all levels.

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(Administrator)	(Director)	(Quality Manager)

1.2. Scope of the Quality Manual

The general principles that constitute a reference for this Manual, along with internationally recognised documentation in this field, are set out in Decree-Law 38/2007 of 16 August, which defines, among other aspects, the respective objectives and performance parameters.
This document is prepared within the framework of the legal regime for the evaluation of higher education in Portugal, which, defined in Decree-Law no. 369/2007, includes the "requirement for higher education institutions to implement their own quality assurance systems, which can be certified".
ISCET Quality Manual is an integral part of the SIGQ and reflects ISCET institutional policy for Quality.

1.3. Objectives of the Quality Manual

The ISCET Quality Manual was prepared regarding the continuous improvement of ISCET Teaching Quality, targeting all employees and internal and external partners.
This Manual has the following objectives:

- Define, through the regulations, instructions and instruments contained therein, ISCET institutional commitment to Quality;
- Define ISCET SIGQ, its instances, competences and organisation;
- Define the strategy for the implementation, monitoring and evaluation of the activities developed at ISCET, which contribute to a continuous improvement of Quality;
- Identify all ISCET SIGQ documents, their preparation/revision and respective responsibilities.

This manual, prepared and revised annually, when necessary, under the responsibility of the Quality Manager, is the reference document of the quality system, being verified and approved by both the representative of the Institution and the Director.
This manual is available for consultation, by all interested parties, on the ISCET website (www.iscet.pt) and constitutes a central instrument of information and interconnection of all members of the academic community and the surrounding community.

1.4. Updates and dissemination of the Quality Manual

The ISCET Quality Manual will be updated/revised whenever the CDQ deems it necessary, namely when revising the SIGQ.
The updates introduced in the Quality Manual will give rise to new editions and/or revisions that will be submitted to the Management Board and approved in the minutes, having the respective sequential edition number.
Changes resulting from a revision of the Quality Manual will be recorded in the Documents and Records Map.
The Quality Manual is kept up to date on ISCET website by the GAAQ and can be distributed to external entities, whenever requested.

2. ISCET

2.1. Brief presentation

ISCET is part of the private higher education network, a situation that allows and inspires the originality of a project marked by a demanding profile of scientific rigour and humanistic nature. Thus, the development of the courses seeks to guarantee students the best training conditions, valuing demonstrated merit and requesting commitment.
Created in 1990, ISCET offers undergraduate degrees, higher professional technical courses (CTeSP) and master's degrees, in addition to postgraduate and specialised training. The development of the courses seeks to guarantee students the best conditions for preparation for working life.
Collaborating with the Administration, the bodies responsible for the pedagogical and scientific management, contributing to the proper functioning of ISCET, and within their respective spheres of competence, are the Director, the Technical-Scientific Council and the Pedagogical Council, in addition to an Advisory Board. ISCET also has a Student Ombudsman and a Tutor (See Annex I - ISCET Organigram).

2.2. ISCET institutional policy for quality

The definition and development of ISCET quality policy process are based on the institution's mission, its organic and functional structure, the continuous monitoring of procedures, the diagnosis and evaluation of pedagogical, scientific, cultural, social and administrative situations and processes, the weighting of the results of appropriate indicators and studies and the commitment of the entire community to the institutional project.

ISCET project and mission fulfil the following objectives:

- To train senior staff for companies, public organisations, central, regional and local structures of the State in the dual perspective of qualification for employment and support for public and private responsibilities arising from unemployment and other situations of social exclusion;
- To promote, in line with the previous objective, bachelor and master study cycles, CTeSP, non-degree training and specialisation courses;
- To organise continuous training activities in the institution's priority training areas, namely through lectures, workshops and colloquia, short and medium-term courses;
- To organise scientific events of national and international dimension;
- To participate in community intervention and cultural extension projects, inherent to the institution's social responsibility;
- To develop research activities in areas appropriate to the respective fields of training;
- To disseminate scientific knowledge by supporting publications in the various areas of training and research;
- To develop strategic partnerships with other national and foreign higher education institutions, as well as with companies and other public or private institutions.

In pedagogical terms, ISCET seeks:

- The integral development of its students;
- The increase of entrepreneurship;
- The promotion of rigour and innovation;

- The development of competences that confer autonomy;
- The ability to work in a team;
- The involvement in projects of social relevance;
- The performance of their civic responsibility, namely within the scope of their conception as a community responsibly integrated into society in its local, regional, national and international dimensions.

3. ISCET SIGQ

3.1. Institutional framework of SIGQ

According to the "Draft Manual for the Audit Process" produced by A3ES, "it is up to each institution to define its quality policy and establish the internal quality assurance system that best suits its own specificities, stages of development and needs, following common guiding principles, namely European guidelines and standards and applicable legal precepts".
Therefore, ISCET has implemented its SIGQ which, covering the human and material resources of the institution, aims to pursue the different aspects of the institutional mission related to training offer, research, development and interaction with the community.
To achieve its aims, it values the planning, execution, monitoring and evaluation activities that can promote the strategy for quality, the distribution and sharing of responsibilities, the monitoring of processes and their improvement and forms of participation of the community in general and of each of its members in particular.
The SIGQ applies to courses, leading to a degree or not, and other ISCET activities.

3.2. SIGQ bodies, competencies and organisation

The Director is responsible for the strategic coordination of the SIGQ. After hearing the CDQ and the GQ, the Director requests reports and proposals for improvement from the Pedagogical Council and the Technical-Scientific Council, for approval and inclusion in the institution's quality assessment report.
The main bodies of the SIGQ and their respective competences are the following:

- GQ: with operational coordination functions for the programming, monitoring, processing, analysing and systematisation of SIGQ information.
- GAAQ: consisting of the Quality Manager and a technical support structure, with the technical functions of supporting the GQ.
- CDQ: composed of the Director, who presides, a representative of the institution, the President of the Technical-Scientific Council, the President of the Pedagogical Council, the Student Ombudsman, the Quality Manager, a representative of the non-teaching staff and a representative of the students. It is responsible for monitoring and commenting on the process of systematization and development of quality mechanisms and promoting a culture of Quality.

The GQ produces an annual report on the functioning of the quality assurance system, identifying strengths and weaknesses of the system. The CDQ analyses this report and makes recommendations for system improvement. The Director, taking into account the overall results and the recommendations presented, decides on the actions to be taken.
In all circumstances, the SIGQ favours the participation of all participants who, internally and externally, contribute to the realisation of ISCET project and mission, through meetings, participation in committees, surveys and other means deemed appropriate.

3.3. Objectives of SIGQ

The objectives of ISCET SIGQ are:

- To ensure an institutional strategy and the coherent development of quality standards, namely by evaluating the performance of the teaching staff with regard to teaching, research and inherent results, as well as the promotion of extracurricular activities with internal and external impact;
- To promote the evaluation of the remaining ISCET services;
- To evaluate the coherence, relevance, timeliness and development of study plans, pedagogical and administrative resources, as well as other means and resources necessary for the development of the institution's project;
- To evaluate the impact of the training offered in terms of employability and quality of graduates and their importance to the community;
- To evaluate internationalization processes and procedures;
- To support the exercise of responsibility by the various actors in the quality assurance processes;
- To structure the monitoring, and the consideration and intervention processes inherent to quality assessment;
- To involve students, teaching and research staff, non-teaching staff, as well as external partners in promoting quality;
- To provide for the organisation and continuous improvement of the system.

Thus, SIGQ pursuits the different human and material aspects of the institutional mission related to the training offer, research and development and interaction with the community.
To this end, it values the planning, execution, monitoring and evaluation activities that can promote the strategy for quality, the distribution and sharing of responsibilities, the monitoring of processes and their improvement and forms of participation of the community in general and of each of its members in particular.

4. ISCET participants and activities linked to quality assurance

In order to ensure the quality of education at ISCET, the strategic and operational objectives of each stakeholder and key activities in the SIGQ were defined according to the following table:

Activities/participants	Strategic objectives	Operational objectives
1. Training	1.1. Consolidating and deepening the quality of training offer	1.1.1 To optimise the correlation between course objectives and the adequacy of the contents of the curricular units. 1.1.2 To optimise the correlation between the objectives of the courses and the adequacy of the learning methodologies and assessment of the curricular units. 1.1.3 To deepen pedagogically and scientifically the interdisciplinary connections between curricular units. 1.1.4 To stimulate the incorporation of research projects in the logic of the teaching/learning process. 1.1.5 To improve the connections between the training process and the needs of employers. 1.1.6. To increase the offer of postgraduate and specialisation training qualitatively and quantitatively 1.1.7 To consolidate and expand the training offer in the areas of the courses, to diversify the target audiences of the training programmes and to match the number of students enrolled with the percentage of places available. 1.1.8. To implement non-degree higher education programmes.
2. Promotion, communication and image	2.1. Improving the quality of content and promoting the optimisation of the effectiveness of internal and external communication circuits.	2.1.1 To increase, diversify and progressively improve the quality of content and information flows in virtual and classic registers. 2.1.2 To enhance the internal and external visibility of the institution.
3. Teaching staff	3.1. Raising academic and professional qualifications 3.2. Improving the adequacy of working resources and conditions 3.3. Deepening the levels and quality of participation in the life of the institution.	3.1.1 To match doctorates and specialist degrees to the needs of the institution in terms of quantity and areas. 3.2.1 To improve the logistical conditions for working with and serving students. 3.3.1 To encourage the promotion of initiatives to improve pedagogical - scientific activity and organisational culture, mobilise current students and attract new ones.
4. Non-teaching staff	4.1. Updating and deepening the professional qualifications and competences 4.2. Improving the adequacy between the means and the working conditions 4.3. Deepening the levels and the quality of the institution participation	4.1.1. To update and deepen professional skills and competences 4.2.1. To improve the adequacy of working resources and conditions. 4.3.1. To deepen the levels and quality of participation in the life of the institution.
5. Students	5.1 Providing students with a more comprehensive scientific, technical and civic education and their integration into working life. 5.2 Improving the monitoring structures and the quality and diversification of the services available.	5.1.1. To develop personal, professional and citizenship skills through participation in civic, cultural, sporting or other initiatives. 5.1.2. To promote entrepreneurship and innovation. 5.2.1 To deepen the intervention and scope of mentoring activities, as well as to improve working and socialising conditions in the institution.

Activities/participants	Strategic objectives	Operational objectives
6. Research, partnerships, community service provision, high-level professional development activities	6.1. Quantitatively and qualitatively increasing research and community service/high-level professional development activities, as well as their links with teaching/learning processes.	6.1.1. To promote research and intervention projects with international relevance and in reference communities. 6.1.2. To promote the incorporation of CIIIC research projects into the teaching/learning process.
7. **Quality organisation, management and evaluation**	7.1. Enhancing the IQMS and its monitoring 7.2. Establishing connections between the QIS and the management of the institution	7.1.1. To monitor the implementation of the IQMS and its dissemination. 7.2.1. To define responsibilities, timing and means of communication in order to ensure effectiveness and efficiency in the multidimensional functioning of the institution.
8. Internationalization	8.1. Strengthening and extending national and international cooperation activities and their impact on the educational community.	8.1.1. To promote international faculty and student mobility (incoming and outgoing). 8.1.2. To deepen and to develop partnerships with foreign higher education institutions and other organisations/companies.

5. Quality assurance processes

After defining ISCET strategic activities, stakeholders and their objectives, it is important to ensure quality assurance in all processes. Therefore, based on the quality plan, ISCET institutional policy and the A3ES references, ISCET has defined the following procedures in the various processes of the offices and services:

5.1. CIIIC – Centre for Interdisciplinary Research and Community Intervention

The CIIIC prepares an annual plan and report of activities to be delivered to the Director for further consideration by the Technical-Scientific Council, which is responsible for making recommendations on those documents when considered appropriated.

5.2 Offices and Administrative Services

The various offices and other services that are part of ISCET administrative structure, namely those related to internationalisation and community relations - including student and faculty exchange and the administrative unit - must submit annual activity plans and reports to the Director for approval, which include the evaluation items defined for each sector, the analysis of the degree of compliance with the established objectives and the results of surveys with users, as well as proposals for improvement, respectively,

5.3 Quality control

Each year, the GAAQ will prepare a report, based on the SIGQ support documents, presenting strengths, weaknesses and measures for continuous quality improvement. This report will be analysed by the CDQ, who will then publicise the measures to be implemented.

5.4 Courses

At the end of each semester, the coordinators should prepare a report compiling all relevant information and assessing the degree of fulfilment of the established objectives of the courses. Along with the employability

surveys and the annual reports of the CTC and PC, this report will be delivered to the Director, who will prepare a proposal for an activity plan for the following academic year, for consideration by the Administration.

5.5 Human and material resources

Annually, and when deemed necessary to ensure the quality and effectiveness of teaching and other ISCET activities, the PC or CTC may propose to the Director the hiring of human resources or acquisition of material resources; the Director will forward the corresponding processes to the Administration, whenever necessary, to ensure their budgetary coverage. In turn, whenever necessary, the administrative services may propose the acquisition of material resources directly to the Director.

5.6 Training and mobility

The head of each office or similar will create and submit an annual activity plan and report to the Director. This report will be analysed by the Director, PC and CTC who will decide on the training to be carried out and its timing.

GEISP and GRI must annually publicise the mobility actions of students, teachers and staff, as well as all international cooperation activities.

5.7. Social action and psycho-pedagogical support

The Student Ombudsman, the Tutor and the GAPE, as responsible for the social and psycho-pedagogical support to students, must prepare a report every six months with information on the mechanisms developed to promote and support the processes of integration and participation in the academic community. These reports may be restricted or confidential to protect students' privacy.

6. Implementation, monitoring and evaluation of process improvement measures

The GAAQ is responsible for verifying that all documents and records are duly completed and distributed to the respective decision-makers for analysis and subsequent decision-making within the defined deadlines. When this decision implies the implementation of improvement measures, the GAAQ will follow their development in order to monitor and evaluate the results achieved.

In the course of these processes, the stakeholders, including external entities, will be heard whenever necessary.

7. Internal audits

Internal audits may be regular or extraordinary, and it is up to the Director to implement them after consulting the CDQ, namely for the purpose of collecting data and interpreting any underlying problems. To this end, various committees of teachers, students and staff of the institution will be appointed, considering the inclusion of representatives from each of these bodies and according to the nature and size of the procedures and problems under analysis.

Once the audit has been completed, a report will be created by the GAAQ setting out the strengths and weaknesses identified and the proposals for improvement and deadlines. This report will be analysed by the CDQ, who will submit any recommendations to the Director for improvement and resolution of the identified problems.

8. Strategy for self-evaluation

For the purpose of an effective implementation of the SIGQ, regarding an objective assessment and the elaboration of action plans, all areas and services of the institution make their qualified contribution to the collection of information, consideration of indicators, perspective of correction and improvement actions and other dimensions inherent to the SIGQ.

After collecting the relevant information from the competent bodies of the SIGQ and mobilising other available elements, the Director prepares an annual summary report of the institution's self-assessment, to which he/she will add an action plan, including the aspects of human and material resources and their logistics aimed at achieving the actions and objectives defined, accordingly to the mission of the institution.

9. Information management of the SIGQ

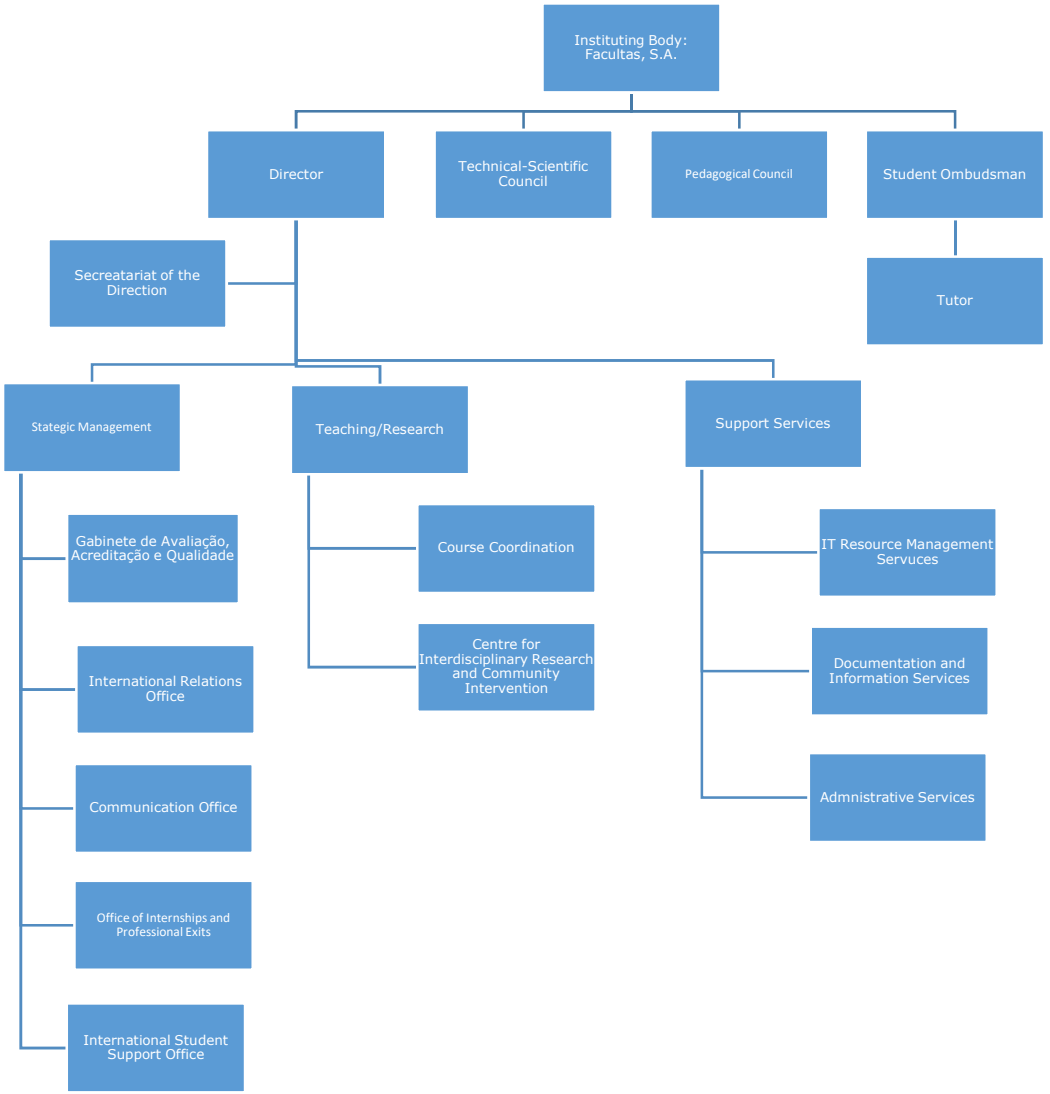
The process of managing the information system of documents and records that support the IQMS is the responsibility of the GAAQ, which ensures that the documents are kept in a controlled manner, e.g.:

- The documents and records evidence the operation of the SIGQ;
- The approval by the Director before being issued;
- The review and update where necessary;
- The availability of an up-to-date form at all locations where they are needed;
- The legibility and availability for use for a period of time to face the needs of the organisation and its commitments to customers and other entities;
- The immediate removal when they become obsolete, identified as such.

Finally, the information system management process ensures that IT applications are used securely, with controlled access and safeguarding of information.

Annexes

Annex I – Organigram of ISCET



Annex II – Entities and their participation in the SIGQ

Entities	Type of participation	Ways to participate in the SIGQ
Founding Body	Quality Development Council	Be responsible for the fulfilment of the obligations arising from the law and the normal functioning of ISCET in the areas of its competence, namely those of an administrative, economic and financial nature.
		Meet, at least at the beginning and end of each academic year, with the representatives of the teaching staff in the Technical-Scientific Council to hear them on matters related to the administrative, scientific and pedagogical management of ISCET.
		Contribute to the effective exercise of ISCET scientific, pedagogical and cultural autonomy, within the scope of the pursuit of the objectives set out in these statutes and in the law.
		Promote, as subsidiary to the state system, a social action programme that privileges the granting of benefits to students financially in need, to students belonging to organisations with which they are concluded.
		Assume responsibility for the exercise of disciplinary power to teachers, researchers, students and administrative, technical and auxiliary staff, which is conferred on it by law, though hearing the ISCET bodies in all cases.
		Appraise and approve the activity plans and budgets presented by the Director.
		Decide on the amount of tuition fees, enrolment and registration fees, emoluments and other charges to be met by students.
Teaching staff	Technical -Scientific Council Pedagogical Council	Teach the curricular unit(s) assigned to them, according to criteria of high scientific and pedagogical quality.
		Develop scientific research in their teaching areas, publishes their results in books or other publications - in electronic or paper format - of recognised scientific merit, develops relevant technical projects, when applicable.
		Propose, organise and collaborate in initiatives aimed at cooperation and the provision of services to the community.
		Guides students in project work, monographs or other similar activities, being available to help them overcome any difficulties and doubts.
		Carry out duties or positions inherent to the normal functioning of the institution.
		Participate in meetings and other activities within the scope of teaching and research work.
		Participate in the preparation, development and evaluation of projects, programmes, events and other activities of interest to the institution.
		Apply, after consent, for external funding that may support the development of activities of institutional interest and professional development.
		Monitor pedagogically and scientifically the students' learning processes.
		Keep the programme(s), methodology(ies), objective(s) and bibliographies of the subject(s) taught permanently updated.
		Record and keeps up-to-date the descriptive and precise summaries of the subject(s) taught, in order to allow their functional use by students..
		Provide students with the necessary didactic support elements, using the most appropriate means.
		Promote punctuality and attendance to classes and other activities, being available in particular for the attendance of students..
		Assess, within the stipulated deadlines and according to appropriate criteria, all the tests considered relevant, posting the grades in the assessment guidelines and in the respective assessment terms.
		Collaborate in assessment monitoring tasks and exam boards for which they have been appointed.
		Participate in postgraduate or specialisation programmes as part of career development.
		Respect and comply with ISCET statutes and regulations.
		Contribute to the permanent promotion and qualification of ISCET educational, training and scientific project.
Students	Pedagogical Council Quality Development Council	Elect class delegates and their representatives to the Pedagogical Council..
		Participate in meetings and committees to which they are summoned.
		Respond to enquiries about the functioning of the institution.

Entities	Type of participation	Ways to participate in the SIGQ
Non-teaching staff	-----	Participate in meetings and committees to which they are invited.
		Respond to enquiries about the functioning of the institution.

Graduates/Diplomates)	-----	Participate in meetings and committees to which they are invited.
		Respond to enquiries about the functioning of the institution.
Employers/Companies	-----	Participate in meetings and committees to which they are invited.
		Respond to enquiries about the functioning of the institution.
External Organisations	Quality Development Council	Participate in meetings and committees to which they are invited.
		Respond to enquiries about the functioning of the institution.
Director	Technical-Scientific Council Pedagogical Council Quality Development Council	Represent ISCET internally and externally.
		Prepare and submit the annual activity plan and budgets to the institution for approval.
		Submit for approval the hiring and dismissal of teaching, research, technical, auxiliary and administrative staff.
		Coordinate and direct the activities of the staff listed in the previous paragraph.
		Submit for the approval of the institution the acquisition of equipment and material deemed necessary or convenient.
		Coordinate and manage ISCET pedagogical and administrative structures and projects.
		Propose to the institution, after hearing the competent bodies, the creation, alteration, suspension and extinction of study cycles or activity programmes.
		Approve and publicise the academic calendar and other complementary provisions.
		Approve and ensure the correct and expeditious administrative pursuit of the processes related to juries, competitions, elections, evaluations, honorary distinctions, awards and scholarships.
		Ensure the proper fulfilment of the institution's administrative obligations to the Ministry of Education and other State entities, without prejudice to the powers legally attributed to the institution.
		Create the annual activity and accounts reports and submit them to the institution for approval.
		Ensure the dynamic connection of former students to the institution, namely by supporting associations and initiatives that strengthen their links and their professional integration.
		Ensure the adequate and diversified integration of all students in the life of the institution.
		Ensure the proper functioning of ISCET and its institutional prestige.
		Implement all the acts issued by the other ISCET bodies, in the exercise of their own competence.
		Draw up the regulations of the services and administrative areas under its responsibility.
		Exercise any other attributions conferred by law, by these statutes and by the applicable regulations.
Technical-Scientific Council	-----	Decide on the creation, alteration or extinction of study programmes and the alteration of curricular plans.
		Decide on the syllabus contents and approve the programmes to be taught, with a view to their articulation and harmonisation.
		Decide on the academic calendar and the regulations for attendance and assessment of students' knowledge.
		Decide on the profile of the teaching staff to be hired, as well as to carry out all the acts within its competence related to the teaching and research career, namely with regard to the proposals for the composition of the juries of tests and academic competitions.
		Decide on the distribution of teaching service.
		Monitor the scientific and pedagogical performance of the teaching staff, stimulating their productivity and effectiveness.

Entities	Type of participation	Ways to participate in the SIGQ
Technical-Scientific Council		Decide on equivalence processes for further studies.
		Propose and monitor the organisation of events suitable for teaching and updating scientific and professional knowledge.
		Define and monitor the development of institutional research and investigation projects.
		Decide on the policy for the acquisition of material to support teaching and research activities.
		Propose or express an opinion on the conclusion of scientific and pedagogical cooperation protocols.
		Propose the definition of institutional scientific areas and monitor the scientific dynamics of teaching-learning processes.
		Stimulate interdisciplinarity, cohesion between theory and practice and institutional transversality between scientific areas.
		Stimulate the internationalisation of teaching, research and cooperation activities regarding the economic, social and cultural development of the community.
		Propose or express on the granting of titles or honorary distinctions, as well as on the institution of school awards.
		Give its opinion on matters related to scientific and pedagogical management and their impact on the promotion of the quality of the services provided by the institution.
		Be heard by the institution's founding body and the Director on matters relating to the administrative management of the institution.
		Create and approve its internal regulations.
		Exercise any other powers conferred by law, these statutes and the applicable regulations..
Pedagogical Council	-----	Decide on the assessment and teaching-learning methods.
		Decide on the prescription system.
		Decide on the creation of study programmes and the structure of study plans.
		Decide on school awards.
		Decide on the school calendar and the organising principles of teaching schedules and examination maps.
		Decide on the realisation of surveys on the pedagogical performance of the institution, in close collaboration with the Director, ensuring their analysis and dissemination.
		Decide on the evaluation of the pedagogical performance of the teaching staff, in close collaboration with the Scientific Council, ensuring its analysis and dissemination.
		Express an opinion on cultural, artistic and pedagogical activities.
		Express an opinion on student associations.
		Give its opinion on initiatives that contribute to the insertion of graduates in the labour market and, in general, to the promotion of entrepreneurship.
		Assess complaints regarding pedagogical problems that do not fall within the scope of the exercise of disciplinary power and to propose the measures deemed necessary.
		Create and approve its internal regulations.
		Exercise the other competences conferred by law, by these statutes and by the applicable regulations.
Quality Manager (QM)	Quality Development Council	Operational coordination for: • Programming of QIS actions. • Monitoring of the QIS information. • Processing of QIS information. • Analysing information from the QISMS. • Systematisation of QIS information.
		Produce an annual report on the functioning of the quality assurance system, identifying strengths and weaknesses.
Accreditation and Quality Assessment Office (GAAQ)	----	Technical support functions to the GCI.

Annex III - List of benchmarks for the A3ES Quality policy

Benchmark 1 - Adoption a quality assurance policy and pursuit of quality objectives: The institution has consolidated a culture of quality, supported by a policy and quality objectives that are formally defined and publicly available.

Benchmark 2 - Design and approval of the training offer: The institution has processes in place for the design and approval of its training offer, ensuring that the courses provided are designed and structured to achieve the objectives, namely the learning objectives. The qualification achieved in each course, as well as the corresponding level in the national and European frameworks of qualifications in higher education, are clearly specified and publicised.

Benchmark 3- Student-centred teaching, learning and assessment: The institution adopts the most appropriate procedures to ensure that teaching favours an active role for the student in creating the learning process, as well as the equivalent student assessment processes.

Benchmark 4 - Student admission, progression, recognition and certification: The institution has duly approved and publicised regulations covering all phases of the student "life cycle" at the institution (e.g. student admission, progression, recognition and certification), consistently applied.

Benchmark 5 - Continuous monitoring and periodic review of courses: The institution promotes the monitoring and periodic review of its courses to ensure that they achieve the objectives set for them and respond to the needs of students and society. The reviews carried out lead to the continuous improvement of the course and the actions planned or carried out as a result of this process are communicated to all stakeholders.

Benchmark 6 - Research and development / Targeted research and high-level professional development: The institution has mechanisms in place to promote, evaluate and improve scientific, technological, artistic and high-level professional development activities appropriate to its institutional mission.

Benchmark 7 - Inter-institutional and community collaboration: The institution has mechanisms in place to promote, evaluate and improve inter-institutional and community collaboration, particularly in terms of its contribution to regional and national development.

Benchmark 8 - Internationalisation: The institution has mechanisms in place to promote, evaluate and improve its international cooperation activities.

Benchmark 9 - Human resources: The institution has appropriate mechanisms, applied in a fair and transparent manner, to ensure that the recruitment, management and training of its teaching and non-teaching staff is carried out with the appropriate guarantees of qualification and competence so that they can fulfil their duties effectively.

Benchmark 10 - Material resources and services: The institution is equipped with mechanisms that allow it to plan, manage and improve services and material resources seeking the proper development of student learning and other scientific and pedagogical activities.

Benchmark 11 - Information management: The institution has mechanisms in place to guarantee the collection, analysis and use of results and other relevant information for the effective management of courses and other activities.

Benchmark 12 - Public information: The institution has mechanisms in place to publish clear, accurate, objective, up-to-date, impartial and easily accessible information about its activities.

Benchmark 13 - Cyclical nature of external quality assurance: The institution undergoes periodic external evaluation processes in line with the European Standards and Guidelines for Higher Education (ESG).

ANNEX IV - Sectoral quality assurance systems

TEACHING/LEARNING PROCESS / CURIICULAR UNIT (CU)

- Assumption: the curricular units (CU) are the basic units for the evaluation of the teaching/learning process, as they constitute the pedagogical and scientific element mediating and structuring the relationship of students with the dynamics, objectives and mission of the institution.
- Objective: progressive and continuous improvement of the functioning of each CU, in articulation with the general profile of the course.
- Sources of information:
  - Direct participants in the teaching/learning process (students and lecturers) and course coordinators.
  - IT system responsible for the collection, condensation and flow of information on teaching activity.
- Tools: surveys, reports and audits.
- Phases:

Diagnosis

- Completion of a survey by students on the objectives, contents, methodologies and development of each CU as well as on the respective teachers;
- Statistical information on the number of students per class, attendance and achievement indicators;

NOTE: "Relevant situations" will be identified by applying criteria that allow delimiting, among other aspects, pass or retention rates or response coefficients for a given item or set of items outside a normal pattern.

Improvement

- Teaching report, to be completed by each teacher at the end of each semester, on teaching/learning conditions, considerations on the information from the diagnosis, self-assessment and improvement plan (mandatory in case of relevant situation).

Guarantee

- Biannual global report, to be completed by the course coordinator and presented to the management bodies, on all the CUs of the course, as well as the improvement plans, including the definition of future priorities based on a weighting of the identified strengths and weaknesses (SWOT analysis). Aspects to be prioritised: correlation of objectives with learning outcomes, coherence of syllabus contents with objectives, assessment methods and tools, teaching/learning methodologies, relevance and effectiveness of learning in terms of competences for the achievement of course objectives, bibliography, software.

TOPICS FOR THE ORGANISATION OF THE COURSE REPORT TO BE DRAFTED UNDER THE RESPONSIBILITY OF THE COORDINATOR, taking into account the teaching activity reports per CU and identifying any "relevant situations" to be communicated to the teachers to draw up improvement plans, also including contributions to the next activity plan:

- Teaching objectives, curriculum structure and syllabus;
- Internal organisation and quality assurance mechanisms;
- Material resources;
- Human resources (teaching and non-teaching staff);
- Partnerships;
- Connections of the teaching/learning process with research;
- Organisation of curricular units;
- Teaching/learning methodologies;
- Academic results;
- Access to the labour market;

TOPICS FOR THE ORGANISATION OF THE TEACHING ACTIVITY REPORT PER CU TO BE FILLED IN BY THE RESPECTIVE TEACHERS:

- Identification of the CU;
- Identification of the teacher;
- Statistical data related to the CU;
- Evaluation of the teaching/learning process (scale from 1/unsatisfactory to 5/excellent);
- Compliance with the objectives and programme topics of the CU;
- Adequacy of the activities, means and resources used;
- Number and attendance of students;
- Use of the computer platform (moodle);
- Adequacy of the methodologies used;
- Adequacy of the timetable;
- Adequacy of the starting competences demonstrated by the students;
- Degree of achievement of the final competences demonstrated by the students in the CU;
- Adequacy of the assessment methods;
- Record of any anomalous occurrences;
- Encouragement and monitoring of students' autonomous work;
- Timeliness, usefulness and appropriateness of the contents;
- Openness to innovation;
- Assessment system;
- Punctuality, attendance and fulfilment of deadlines;
- Overall satisfaction with pedagogical and scientific performance;
- Other related activities: internal and external initiatives (community service, scientific events, etc.); connection of teaching/learning processes with research projects; mobility of teachers and students (Erasmus, etc.); national and international partnerships;
- SWOT analysis and improvement plan (opportunities, threats, strengths and weaknesses).

CU SHEET

Topics for the organisation of the CU sheet:

- Identification of the CU;
- Identification of the teacher;
- Objectives;
- Learning outcomes:
    - Knowledge and understanding competences
    - Analytical skills
    - Practical skills
    - Transferable/cross-cutting competences
- Assessment:
    - Continuous assessment scheme
    - Final assessment scheme
- Teaching/learning methods;
- Distribution of hours;
- Programme topics;
- Programming of sessions and activities;
- Bibliography:
    - Essential
    - Complementary
    - Case studies
    - Software;
    - Remarks.

Practical guidelines for filling in the CU form, in order to assess and evaluate in each CU the effective coverage

of the expected ARs:

- **Objectives**: list up to 5 objectives of the UC, bearing in mind that they should be coherent with the profile of the student to be trained and should highlight what is expected in terms of competences.
- **Learning outcomes**: the UC should cover the global LO of the course arising from its nature, which should be marked ("x"), possibly explaining the particular specificity of some. Each AR must correspond to at least one assessment element (numbered from 1 to 16 in section 3 of the sheet) and/or one teaching/learning method (numbered from 17 to 27 in section 4). When an element from 1 to 16 corresponds to another from 17 to 27, do not specify the latter.
- **Assessment**: list the assessment elements, defining the weighting in terms of % of the grade and the number of credits (ECTS). Check that the sum of the weightings corresponds to 100%. The sum of ECTS may exceed the number of ECTS required by the CU (in case of optional activities), but can never be lower. Examples: mid-term test, final test, mini-test, computer simulation, information systems-based test, use of software, role playing, research paper, case study, group work, reading sheets, essay...
- **Teaching/learning methods**: list the main methods used (numbered from 17 to 27). Examples: lectures in face-to-face sessions, group work, case studies, role playing activities, multimedia presentations, use of information and communication technologies, bibliographic and database research, e-learning platform activities, synchronous and/or asynchronous online sessions, computer simulation, study visits and/or fieldwork, laboratory activities...
- **Distribution of hours**: check and possibly correct the distribution of hours by the type of collective sessions in play: T, P, TP classes, laboratory, fieldwork, seminar, tutorial guidance. The redistribution of hours should correspond as much as possible to reality and should always include tutorial guidance (indicatively, 20% of the face-to-face hours of the CU - for example, a 45-hour CU should have 9 OT hours).
- **Programme topics**: list the programme topics (only topics with up to 2-3 levels of detail). If there is a need or interest to develop the programme: change it in the developed course sheet made available to students in moodle.
    - **Programming of sessions and activities**: indicatively define the plan of the collective sessions. In each session, indicate the programme topics (not summaries, much less developed summaries - for this, change the developed course sheet on moodle), necessarily in line with point 5. Indicate the type of session (T, P, TP, OT...). Indicate the bibliography used in abbreviated form. Example: BE1Cap.3 (essential bibliography 1, chapter 3), according to the CU bibliography (point 7). Indicate assignments and activities (including, for example, case studies, referenced in abbreviated form, as in the bibliography).
- **Bibliography**: 3 sections are provided:
    - Essential bibliography: indicate up to 3 books.
    - Complementary bibliography: indicate up to 4 books.
    - Case studies: indicate up to 4 cases.

The intention is to imply selectivity, avoiding listing numerous works that students will obviously not acquire or read in their entirety. Favour the best and, if possible, least expensive works in Portuguese. If there are more bibliographies to indicate, do so in the subject area (here indicate only the most relevant works). Check the existence of bibliography in the Library (alternative: immediately recommend its acquisition).

Software: indicate up to 4 applications (the main ones), clearly identified.

Annex V - Documentary structure of the SIGQ

Structural order of the various SIGQ documents

Annex VI - Codification of the SIGQ documents

1. CODIFICATION OF THE DOCUMENTS

DOCUMENT	CODE	IDENTIFICATION
PRINTED	IMP.	Documents used at ISCET to record activities related to the SIGQ.
PROCEDURES	PRO.	Documents describing how to proceed with NP EN ISO 9001 requirements.
PROCESSES	PO.	Documents that describe the inputs, outputs, activities and responsible for each Realisation and Management process and refer the detail to other supporting documents.
WORK INSTRUCTION	IT.	Detailed working document that guides the realisation of a certain task.
QUALITY MANUAL	MQ	Document that describes the Quality Management System in accordance with the requirements of the NP EN ISO 9001: 2008 Standard.

EXTERNAL DOCUMENT	DOCEXT.	Document used at ISCET, but prepared by another Entity.
RECORDS	REGI.	Document that expresses results obtained or provides evidence of activities carried out at ISCET.
REGULATION	REG.	Documents that define the Regulations.

2. CODING OF NUMBERING AND REVISIONS

NUMERATION	**FIRST EDITION**	**FIRST REVISION**	**SECONF REVISION**
001.	.00_(name of document)	.O1_ (name of document)	.02_(name of document)

EXAMPLE: A.B.xxx.yy_Name in full of the document

A - Document Code

B - Name of Service/Office

xxx - Numbering (from 0 to 100)

yy - Edition/revision (from 0 to 10)