



# **GUIDELINES FOR SELF-ASSESSMENT OF STUDY PROGRAMMES IN OPERATION**

**(UNIVERSITY AND POLYTECHNIC EDUCATION)**

**Guidelines ACEF 2018-2023 and PERA 2018-2023**

**July 2018**  
(updated 29.08.2018)

## ACEF Guidelines for the regular assessment/accreditation cycle 2018-2023

<b>I. Evolution of the study programme since the previous assessment</b>
<p><b>1. Accreditation decision in the previous assessment process.</b></p> <p>1.1. Reference of the previous assessment process. <i>Pre-filled field.</i></p> <p>1.2. Decision of the Management Board. <i>Pre-filled field with decision of Management Board.</i></p> <p>1.3. Date of decision. <i>Pre-filled field.</i></p>
<p><b>2. Synthesis of improvement measures of the study programme since previous assessment, namely in response to conditions determined by the Management Board and to recommendations of the external assessment team.</b></p> <p><i>Attach PDF file, maximum 200 KB.</i></p>
<p><b>3. Changes to the curricular structure and/or study plan.</b> (changes not mentioned under § 2)</p> <p>3.1. Was the curricular structure modified since the submission of the guidelines in the previous assessment (Yes/No)?</p> <p style="margin-left: 20px;">3.1.1. If the answer was yes, present an explanation and justification of those modifications. <i>Alphanumeric field (1,000 characters).</i></p> <p>3.2. Was the study plan modified since the submission of the guidelines in the previous assessment (Yes/No)?</p> <p style="margin-left: 20px;">3.2.1. If the answer was yes, present an explanation and justification of those modifications. <i>Alphanumeric field (3,000 characters).</i></p>
<p><b>4. Changes to facilities, partnerships and support structures to the teaching and learning processes.</b> (changes not mentioned under § 2)</p> <p>4.1. Have there been significant changes to the facilities since the last assessment process (Yes/No)?</p> <p style="margin-left: 20px;">4.1.1. If the answer was yes, present a brief explanation and justification of those modifications. <i>Alphanumeric field (1,000 characters).</i></p> <p>4.2. Have there been significant changes to the national and international partnerships, in the scope of the study programme, since the last assessment process (Yes/No)?</p> <p style="margin-left: 20px;">4.2.1. If the answer was yes, present a synthesis of those changes. <i>Alphanumeric field (1,000 characters).</i></p> <p>4.3. Have there been significant changes to the support structures of teaching and learning processes since the last assessment (Yes/No)?</p> <p style="margin-left: 20px;">4.3.1. If the answer was yes, present a synthesis of those changes. <i>Alphanumeric field (1,000 characters).</i></p> <p>4.4. (when applicable) Have there been significant changes to the internships and/or in-service training, or to protocols with relevant institutions and guarantees of effective monitoring during the internship since the last assessment process (Yes/No)?</p> <p style="margin-left: 20px;">4.4.1. If the answer was yes, present a synthesis of those changes. <i>Alphanumeric field (1,000 characters).</i></p>

## II. Self-assessment of the study programme

### 1. General characterisation of the study programme.

#### 1.1. Higher education institution.

*Pre-filled field.*

#### 1.2. Organic Unit (faculty, school, institute, etc.).

*Pre-filled field.*

##### 1.2.a. Other Organic Units (faculty, school, institute, etc.) (proposal in association).

*Pre-filled field.*

#### 1.3. Study programme.

*Pre-filled field.*

#### 1.4. Degree.

*Pre-filled field.*

#### 1.5. Publication of the study plan in the Official Journal.

*Attach PDF file, maximum 500Kb.*

#### 1.6. Main scientific area of the study programme.

*Pre-filled field.*

#### 1.7. CNAEF classification of the fundamental areas of the study programme (Ordinance no. 256/2005 of 16 March; 3 digits CNAEF):

##### 1.7.1. CNAEF classification– first fundamental area.

*Pre-filled field.*

##### 1.7.2. CNAEF classification– second fundamental area, if applicable.

*Pre-filled field.*

##### 1.7.3. CNAEF classification– third fundamental area, if applicable.

*Pre-filled field.*

#### 1.8. Number of ECTS credits necessary for obtaining the degree.

*Pre-filled field.*

#### 1.9. Duration of the study programme (article 3 of Decree-law74/2006).

*Pre-filled field.*

#### 1.10. Maximum number of admissions (last year).

*Alphanumeric field (100 characters).*

##### 1.10.1. Intended maximum enrolment (if different from last year) and respective justification.

*Alphanumeric field (1,000 characters).*

#### 1.11. Specific entry requirements.

*Alphanumeric field (1,000 characters).*

#### 1.12. Working regime (Day time / After working hours / Other).

*Pre-filled field.*

##### 1.12.1. If other specify.

*Alphanumeric field (100 characters).*

1.13. Premises where the study programme is delivered.

*Pre-filled field.*

1.14. Regulations for crediting academic education and professional experience.

*Attach PDF file.*

1.15. Observations.

*Alphanumeric field (1,000 characters).*

## **2. Curricular structure. Student-centred learning and teaching.**

2.1. Branches, options, profiles, major/minor or other forms of organisation (if applicable).

*Insert table with alternative options.*

2.2. Curricular structure (to be repeated for each one of the alternative curricular pathways).

2.2.1. Branch, option, profile, major/minor or other (if applicable).

*Alphanumeric field (100 characters).*

2.2.2. Scientific areas and credits for the award of the degree.

*Insert table with columns: scientific area, acronym, mandatory ECTS, optional ECTS, observations.*

2.3. Student-centred learning and teaching methodologies.

2.3.1. Means of ensuring that the learning and teaching methodologies are coherent with the learning outcomes (knowledge, skills and competences) to be achieved by students, favouring their active role in the creation of the learning process.

*Alphanumeric field (1,000 characters).*

2.3.2. Means of verifying that the required average student workload corresponds to the estimated in ECTS.

*Alphanumeric field (1,000 characters).*

2.3.3. Means of ensuring that the student assessment methodologies are aligned with the intended learning outcomes.

*Alphanumeric field (1,000 characters).*

2.4. Observations.

*Alphanumeric field (3,000 characters).*

## **3. Teaching staff.**

3.1. Teaching staff member(s) responsible for coordinating the study programme.

*Alphanumeric field (1,000 characters).*

3.2. Curricular files of the teaching staff members of the study programme.

*Insert or import the curricular files of the teaching staff.*

3.3. Teaching staff of the study programme.

*Map automatically filled in from the curricular files with columns: name, category, academic degree, "specialist", scientific area, employment regime and hyperlink to the curricular file. Automatically updated after the addition of each curricular file.*

3.4. Quantitative data of the teaching staff of the study programme.

3.4.1. Total number of teachers (number and FTE).

3.4.1.1. Total staff number.

*Map automatically filled from map 3.3.*

3.4.1.2. Total FTE number.

*Map automatically filled from map 3.3.*

**3.4.2. Number of teaching staff with a full time employment in the institution.**

*To be filled as a Table with columns "staff number", "% relative to the total FTE\*).*

**3.4.3. Academically qualified teaching staff – staff holding a PhD.**

*To be filled as a Table with columns "staff number in FTE", "% relative to the total FTE\*).*

**3.4.4. Specialised teaching staff of the study programme.**

*To be filled as a Table with columns "staff number in FTE", "% relative to the total FTE\*.) for:*

- *Study programme teaching staff holding a PhD and specialised in the fundamental areas of the programme;*
- *Specialists not holding a PhD, with well recognised experience and professional capacity in the fundamental areas of the study programme.*

**3.4.5. Stability and development dynamics of the teaching staff.**

*To be filled as a Table with columns "staff number in FTE", "% relative to the total FTE\*.) for:*

- *Teaching staff of the study programme with a full time employment in the institution for over 3 years;*
- *FTE number of teaching staff registered in PhD programmes for over one year.*

*\* - These fields are automatically filled.*

**4. Non-academic staff.**

**4.1. Number and employment regime of the non-academic staff allocated to the study programme in the present year.**

*Alphanumeric field (1,000 characters).*

**4.2. Qualification of the non-academic staff supporting the study programme.**

*Alphanumeric field (1,000 characters).*

**5. Students.**

**5.1. Students enrolled in the study programme in the current academic year.**

**5.1.1. Total number of enrolled students.**

*Total number of students enrolled in the present academic year.*

**5.1.2. Number of students by gender.**

*Table with columns "Gender" and "%".*

**5.1.3. Students enrolled in each curricular year.**

*Table with columns "curricular year" and "number of students".*

**5.2. Study programme demand.**

*Table with columns "Year before last", "Last year", "current year", for indicators of demand:*

- *Number of vacancies;*
- *Number of candidates;*
- *Number of enrolments;*
- *Number of enrolments, first year for the first time;*
- *Entrance mark of the last enrolled candidate;*
- *Average entrance mark.*

**5.3. Eventual additional information characterising the students.**

*Alphanumeric field (3,000 characters).*

## 6. Results.

### 6.1. Academic results.

#### 6.1.1. Graduation efficiency.

*Table with columns "Antepenultimate year", "Year before last", "Last year", for graduation efficiency indicators:*

- No. of graduates;
- No. of graduates in N years;
- No. of graduates in N+1 years;
- No. of graduates in N+2 years;
- No. of graduates in more than N+2 years.

#### 6.1.2. List of defended theses over the last three years, indicating the title, year of completion and the final result (only for PhD programmes).

*Alphanumeric field (3,000 characters).*

#### 6.1.3. Comparison of the academic success in the different scientific areas of the study programme and the respective curricular units.

*Alphanumeric field (3,000 characters).*

#### 6.1.4. Employability.

##### 6.1.4.1. Data on the unemployment of study programme graduates (statistics from the Ministry or own statistics and studies, indicating the year and the data source).

*Alphanumeric field (1,000 characters).*

##### 6.1.4.2. Reflection on the employability data.

*Alphanumeric field (1,000 characters).*

### 6.2. Results of scientific, technologic and artistic activities.

#### 6.2.1. Research centre(s) in the area of the study programme where teaching staff develop their scientific activity.

*Table with data on "Research Centre", "FCT Classification", "HEI", "Number of integrated teaching staff from the study programme" and "Observations".*

#### 6.2.2. Summary-table with publications of the teaching staff of the study programme in international journals with peer review, books of book chapters, or artistic works with relevance for the area of the study programme.

*The table is automatically created from the curricular files.*

#### 6.2.3. Summary-table with other relevant publications, namely of pedagogical nature.

*The table is automatically created from the curricular files.*

#### 6.2.4. Technological and artistic development activities, services to the community and advanced training in the fundamental scientific area(s) of the study programme, and their real contribution to the national, regional or local development, the scientific culture and the cultural, sports or artistic activity.

*Alphanumeric field (3,000 characters).*

#### 6.2.5. Integration of scientific, technologic and artistic activities in projects and/or partnerships, national or international, including, when applicable, the main projects with external funding and the corresponding funding values.

*Alphanumeric field (1,000 characters).*

### 6.3. Internationalisation.

#### 6.3.1. Mobility of students and teaching staff.

*A table with the following data expressed as percentages, for the last three academic years:*

- Foreign students enrolled in the study programme;
- Students in international mobility programmes (in);
- Students in international mobility programmes (out);
- Foreign teaching staff, including those in mobility (in);
- Teaching staff mobility in the scientific area of the study (out).

6.3.2. Participation in international networks relevant for the study programme (excellence networks, Erasmus networks, etc.).

*Alphanumeric field (1,000 characters).*

#### 6.4. Eventual additional information on results.

*Alphanumeric field (3,000 characters).*

### 7. Internal organisation and quality assurance mechanisms.

**Note:** *If the institution has more study programmes under assessment in the area of the present programme (i.e. under evaluation in the same visit), the next section may be filled in for only one of these programmes (mentioning in the others a reference to the study programme where the answer was provided). However, the institution is free to indicate for the other study programmes eventual specificities of its pedagogic management or quality assurance procedures.*

7.1. Is there an internal quality assurance system certified by A3ES (Yes/No)?

**If the answer is positive** the institution only needs to answer 7.1.1 e 7.1.2, being exempted of answering section 7.2.

**If the answer is negative** the institution must answer section 7.2 and it is free to answer items 7.1.1. and/or 7.1.2.

7.1.1. Hyperlink to Quality Manual.

7.1.2. Last self-assessment report of the study programme elaborated under the scope of the internal quality assurance system.

*Attach a PDF file, maximum 500KB, with the last self-assessment report of the study programme elaborated under the scope of the internal quality assurance system.*

7.2. Quality Assurance.

7.2.1. Mechanisms for quality assurance of the study programmes and the activities promoted by the services or structures supporting the teaching and learning processes, namely regarding the procedures for information collection (including the results of student surveys and the results of academic success monitoring), the monitoring and periodic assessment of the study programmes, the discussion and use of the results of these assessments to define improvement measures, and the monitoring of their implementation.

*Alphanumeric field (9,000 characters).*

7.2.2. Structure(s) and job role of person(s) responsible for implementing the quality assurance mechanisms of the study programmes.

*Alphanumeric field (1,000 characters).*

7.2.3. Procedures for the assessment of teaching staff performance and measures for their continuous updating and professional development.

*Alphanumeric field (1,000 characters).*

7.2.3.1. Optional hyperlink to the Regulation for the Assessment of Teaching Staff Performance.

7.2.4. Procedures for the assessment of non-academic staff performance and measures for their continuous updating and professional development.

*Alphanumeric field (1,000 characters).*

7.2.5. Means of providing public information on the study programme.

*Alphanumeric field (1,000 characters).*

7.2.6. Other assessment/accreditation activities over the last 5 years.

*Alphanumeric field (1,000 characters).*

### 8. SWOT analysis of the study programme and improvement proposals.

8.1. Global SWOT analysis of the study programme.

8.1.1. Strengths.

*Alphanumeric field (3,000 characters).*

#### 8.1.2. Weaknesses.

*Alphanumeric field (3,000 characters).*

#### 8.1.3. Opportunities.

*Alphanumeric field (3,000 characters).*

#### 8.1.4. Threats.

*Alphanumeric field (3,000 characters).*

#### 8.2. Proposals of improvement actions.

The institution must present improvement actions relative to the weaknesses identified in the SWOT analysis, filling in the next items for each of the weaknesses indicated.

##### 8.2.1. Improvement actions.

*Alphanumeric field (3,000 characters).*

##### 8.2.2. Priority (high, medium, low) and implementation time.

*Alphanumeric field (1,000 characters).*

##### 8.2.3. Implementation indicator(s).

*Alphanumeric field (1,000 characters).*

### 9. Proposal for curricular restructuring (optional).

**Note:** if the institution, within the scope of the SWOT analysis and the improvement plans listed in the preceding sections, considers it is convenient to introduce adjustments to the study plan of the study programme, then it may use the present section, provided there are no changes to the designation, duration and objectives of the study programme.

The institution needs to explain the proposed changes to the curricular structure and the respective study plan, adding the curricular files of the new units (and only of these) and the curricular files of the teaching staff members not already listed under section 3 of this self-assessment report.

If there are alternative options (branches, options, specialisation areas or specialities) it is only necessary to fill those where there are proposed changes, while those options without alteration must be explicitly indicated in § 9.1.

#### 9.1. Synthesis of the proposed changes and justification.

*Alphanumeric field (3,000 characters).*

#### 9.2. New curricular structure proposed (to be repeated for each of the alternative curricular pathways where there are changes).

##### 9.2.1. Branch, option, profile, major/minor or other (if applicable).

*Alphanumeric field (100 characters).*

##### 9.2.2. Scientific areas and number of credits to award the degree.

*Insert a Table with columns: "Scientific area", "Acronym", "Mandatory ECTS", "Optional ECTS" and "Observations".*

#### 9.3. Study plan.

*Depending on the regime of operation, annual, semester or trimestral, the institution will insert or import sequentially, for each year, year/semester or year/trimester, a table with columns: "Curricular Unit", "Acronym of the scientific area", "Duration", "Working hours", "Contact hours", "ECTS" and "Observations".*

#### 9.4. Files of the curricular units.

*The institution will insert or import the files of the curricular units only for those units created by the proposed curricular changes.*

#### 9.5. Teaching staff curricular files.

*Insertion or importation of curricular files only for those teaching staff members who will start lecturing in the study programme due to the proposed changes, in case they are approved, and which were not listed in section 3 of the guidelines.*



## Annex I – Model for teaching staff curricular file

### Personal data

Name		
Higher Education Institution		
Unit		
Affiliation with Research Centre (if applicable)		
Category		
Attribute of specialist	<input type="radio"/> Recognition by the CTC of the proponent institution	<input type="radio"/> Title awarded in public examinations (D.L. 206/2009)
Area where recognised as specialist		
Degree		
Scientific area of the degree		
Year the degree was awarded		
Institution where the degree was awarded		
Employment regime with proponent (% time)		

### Other academic degrees or titles

Year	Degree or Title	Area	Institution	Classification

**Scientific Activities** – indicate up to 5 articles in international journals with peer review, relevant for the study programme – (format APA Style (American Psychological Association) – <http://www.apastyle.org>).


**High-level professional development activities** (technological development activities, services of advanced training) relevant for the study programme – up to 5 references.  
For artistic studies, indicate up to 5 activities relevant for the study programme.


**Other relevant publications, namely of pedagogical nature (up to 5 references)**


**Relevant Professional Experience (up to 5 references)**


**Teaching service**

Curricular Unit	Study programme	Type (1)	Total number of Contact hours

(1) Type of methodology: T - Theoretical, TP –Theoretical/practical, PL – Practical and laboratorial, TC – Fieldwork, S - Seminar, E - Internship, OT - Tutorial, O - Other.

## Annex II – Model of Curricular Unit File

### 1. Characterisation of the Curricular Unit

#### 1.1. Title of curricular unit

*Alphanumeric field (1,000 characters).*

#### 1.2. Acronym of scientific area

*Alphanumeric field (100 characters).*

#### 1.3. Duration<sup>1</sup>

*Alphanumeric field (100 characters).*

#### 1.4. Working hours<sup>2</sup>

*Alphanumeric field (100 characters).*

#### 1.5. Contact hours<sup>3</sup>

*Alphanumeric field (100 characters).*

#### 1.6. ECTS

*Alphanumeric field (100 characters).*

#### 1.7. Observations<sup>4</sup>

*Alphanumeric field (1,000 characters).*

### 2. Responsible teaching staff member and teaching workload in the curricular unit (fill in the full name).

*Alphanumeric field (1,000 characters).*

### 3. Other teaching staff and teaching workload in the curricular unit.

*Alphanumeric field (1,000 characters).*

### 4. Intended learning outcomes (knowledge, skills and competences to be developed by students).

*Alphanumeric field (1,000 characters).*

### 5. Syllabus.

*Alphanumeric field (1,000 characters).*

### 6. Evidence of the coherence of the syllabus with the curricular unit's intended learning outcomes.

*Alphanumeric field (1,000 characters).*

### 7. Teaching methodologies (including student assessment).

*Alphanumeric field (1,000 characters).*

### 8. Evidence of the coherence between teaching methodologies and the intended learning outcomes.

*Alphanumeric field (3,000 characters).*

### 9. Main Bibliography.

*Alphanumeric field (1,000 characters).*

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<sup>1</sup> Annual, semi-annual, trimestral, ...

<sup>2</sup> Total number of working hours.

<sup>3</sup> Discriminated by type of methodology adopted (T – Theoretical teaching; TP - Theoretical - practical teaching; PL - Practical and laboratory teaching; TC - Field work; S – Seminar; E – Internship; OT - Tutorial orientation; O – Other).

<sup>4</sup> E.g., optional curricular unit.

## Appendix – Instructions for filling in the ACEF guidelines

<b>I. Evolution of the study programme since the previous assessment</b>
<b>1. Accreditation decision in the previous assessment process.</b>  These fields, relating to the process reference (NCE, ACEF or PERA) and to the previous accreditation decision, are pre-filled.
<b>2. Synthesis of improvement measures of the study programme since previous assessment, namely in response to conditions determined by the Management Board and to recommendations of the external assessment team.</b>  Attach a PDF file, maximum 200 KB, stating, in a concise manner: <ul style="list-style-type: none"><li>• The improvement measures adopted in response to the conditions laid down in the accreditation decision, if any.</li><li>• The reflection carried out on other recommendations from the external assessment team and the consequent measures that were taken.</li></ul>
<b>3. Changes of the curricular structure and/or study plan.</b>  <b>3.1. Was the curricular structure modified since the submission of the guidelines in the previous assessment (Yes/No)?</b>  <b>3.1.1. If the answer was yes, present an explanation and justification of those modifications.</b>  Succinctly indicate the changes made and the underlying reasons. In the event that the changes resulted from conditions or recommendations dealt with in the preceding paragraph, the Institution may either respond "See § 2", or use this field for a better explanation of the changes made. (1,000 characters).  <b>3.2. Was the study plan modified since the submission of the guidelines in the previous assessment (Yes/No)?</b>  <b>3.2.1. If the answer was yes, present an explanation and justification of those modifications.</b>  Succinctly indicate the changes made and the underlying reasons. In the event that the changes resulted from conditions or recommendations dealt with in the preceding paragraph, the Institution may either respond "See § 2", or use this field for a better explanation of the changes made. (3,000 characters).
<b>4. Changes of facilities, partnerships and support structures to the teaching and learning processes.</b>  <b>4.1. Have there been significant changes to the facilities since the last assessment process (Yes/No)?</b>  <b>4.1.1. If the answer was yes, present an explanation and justification of those modifications.</b>  Succinctly indicate the changes made and the underlying reasons. In the event that the changes resulted from conditions or recommendations dealt with in the preceding paragraph, the Institution may either respond "See § 2", or use this field for a better explanation of the changes made. (1,000 characters).  <b>4.2. Have there been significant changes to the national and international partnerships, in the scope of the study programme, since the last assessment process (Yes/No)?</b>  <b>4.2.1. If the answer was yes, present a synthesis of those changes.</b>  Succinctly indicate the changes made and the underlying reasons. In the event that the changes resulted from conditions or recommendations dealt with in the preceding paragraph, the Institution may either respond "See § 2", or use this field for a better explanation of the changes made. (1,000 characters).  <b>4.3. Have there been significant changes to the support structures of teaching and learning processes since the last assessment (Yes/No)?</b>

4.3.1. If the answer was yes, present a synthesis of those changes.

Succinctly indicate the changes made and the underlying reasons.

In the event that the changes resulted from conditions or recommendations dealt with in the preceding paragraph, the Institution may either respond "See § 2", or use this field for a better explanation of the changes made. (1,000 characters).

4.4. (when applicable) Have there been significant changes to the internships and/or in-service training, or to protocols with relevant institutions and guarantees of effective monitoring during the internship since the last assessment process (Yes/No)?

4.4.1. If the answer was yes, present a synthesis of those changes.

Succinctly indicate the changes made and the underlying reasons.

In the event that the changes resulted from conditions or recommendations dealt with in the preceding paragraph, the Institution may either respond "See § 2", or use this field for a better explanation of the changes made. (1,000 characters).

## II. Self-assessment of the study programme

### 1. General characterisation of the study programme.

1.1. Higher education institution.

Pre-filled field.

1.2. Organic Unit (faculty, school, institute, etc.).

Pre-filled field.

1.2.a. Other Organic Units (faculty, school, institute, etc.) (proposal in association).

Pre-filled field.

1.3. Study programme.

Pre-filled field.

1.4. Degree.

Pre-filled field.

1.5. Publication of the study plan in the Official Journal.

Attach PDF file, maximum 500 KB, with the publication of the study plan in the Official Journal.

1.6. Main scientific area of the study programme.

Pre-filled field.

1.7. CNAEF classification of the fundamental areas of the study programme (ordinance no. 256/2005 of 16 March; 3 digits CNAEF):

1.7.1. CNAEF Classification – first fundamental area.

Pre-filled field.

1.7.2. CNAEF Classification – second fundamental area, if applicable.

Pre-filled field.

1.7.3. CNAEF Classification – third fundamental area, if applicable.

Pre-filled field.

1.8. Number of ECTS credits necessary to complete the degree.

Pre-filled field.

1.9. Duration of the study programme (article 3 of Decree-law 74/2006).

Pre-filled field.

**1.10. Maximum number of admissions.**

Indicate the maximum number of admissions that is approved for the study programme.  
(100 characters).

**1.10.1. Intended maximum enrolment (if different from 1.10) and respective justification.**

To be answered only if the Institution wants a higher enrolment than the one currently authorized. Justification should be given for the request to change the number of admissions.  
(1,000 characters).

**1.11. Specific entry requirements.**

Indicate the specific conditions that must be met to apply for admission to this particular study programme.  
Not to be confused with "access conditions", i.e. with the general conditions that must be satisfied to apply for admission to a study programme in general. (See article 3, point f), of Decree-law 74/2006, republished in annex to Decree-law 63/2016, of 13 September).  
(1,000 characters).

**1.12. Working regime (Daytime / After working hours / Other).**

Pre-filled field.

**1.12.1. If other, specify.**

Indicate the working regime of the study programme, if different from daytime or after working hours.  
(100 characters).

**1.13. Premises where the study programme is delivered.**

Pre-filled field.

**1.14. Regulations for crediting academic education and professional experience.**

Attach PDF file with regulations.

**1.15. Observations.**

Field for additional information that the Institution considers relevant to present on the characterisation of the study programme.  
(3,000 characters).

**2. Curricular structure. Student-centred learning and teaching.**

**2.1. Branches, options, profiles, major/minor or other forms of organisation (if applicable).**

Indicate the alternative curricular pathways in which the study programme is structured.  
(table format).

**2.2. Curricular structure (to be repeated for each one of the alternative curricular pathways).**

**2.2.1. Branch, option, profile, major/minor or other (if applicable).**

Specify the curricular pathway (if applicable).  
(100 characters).

**2.2.2. Scientific areas and credits for the award of the degree.**

Insert table with columns: scientific area, acronym, mandatory ECTS, optional ECTS, observations.

**2.3. Student-centred learning and teaching methodologies.**

**Note:** In the analysis to be carried out in points 2.3.1 to 2.3.3, the items included in reference point **3** of the document "Reference Framework for Internal Quality Assurance Systems in Higher Education Institutions" should be taken into consideration.

**2.3.1. Means of ensuring that learning and teaching methodologies are coherent with the learning outcomes (knowledge, skills and competences) to be achieved by students, favouring their active role in the creation of the learning process.**

Indicate the strategies / procedures used to ensure that teaching is delivered in such a way as to favour the active role of the student in the creation of the learning process, in particular as regards the alignment of learning and teaching methodologies with the intended learning outcomes (i.e., knowledge, skills and competences) defined for the study programme, including, where applicable, the forms of student participation in scientific activities.  
(1,000 characters).

### 2.3.2. Means of verifying that the required average student workload corresponds to the estimated in ECTS.

Indicate the mechanisms used by the institution to verify that the average workload that is requested of students corresponds effectively to the ECTS credits assigned to the curricular units.  
(1,000 characters).

### 2.3.3. Means of ensuring that the student assessment methodologies are aligned with the intended learning outcomes.

Indicate the strategies defined to ensure the alignment of student assessment methods with the intended learning outcomes.  
(1,000 characters).

### 2.4. Observations.

Possible observations regarding the specificities of the curricular structure of the study programme.  
(1,000 characters).

## 3. Teaching staff.

### 3.1. Teaching staff member(s) responsible for coordinating the study programme.

Indicate the professor (or professors) responsible for the coordination of the study programme, its academic qualification and the employment regime.  
(1,000 characters).

### 3.2. Curricular files of the teaching staff members of the study programme.

Indicate, through the input screen, the full names of the teaching staff members, filling in or uploading their curriculum vitae files, according to the model in Annex I.

### 3.3. Teaching staff of the study programme.

Map of teaching staff, automatically created from the curricular files, with the columns: "Name", "Category", "Academic degree", "Specialist", "Scientific area", "Time regime" and hyperlink to the respective curricular file (the map is automatically updated after insertion of each curricular file).

### 3.4. Quantitative data of the teaching staff of the study programme.

#### 3.4.1. Total number of teachers (number and FTE).

##### 3.4.1.1. Total staff number.

Field automatically filled from map 3.3.

##### 3.4.1.2. Total FTE number.

Field automatically filled from map 3.3.

#### 3.4.2. Number of teaching staff with a full time employment in the institution.

Fill in the numeric fields "number of teachers" and "% in relation to total FTE \*".

#### 3.4.3. Academically qualified teaching staff – staff holding a PhD.

Fill in the numeric fields "number of teachers (FTE)" and "% in relation to total FTE \*".

#### 3.4.4. Specialised teaching staff.

Fill in the numeric fields "number of teachers (FTE)" and "% in relation to total FTE \*", for:

- Teaching staff members with a PhD degree, specialised in the fundamental areas of the study programme;
- Specialists, not holding a PhD degree, with recognized experience and professional competence in the fundamental areas of the study programme.

#### 3.4.5. Stability and development dynamics of the teaching staff.

Fill in the numeric fields "number of teachers (FTE)" and "% in relation to total FTE \*", for:

- Teaching staff of the study programme with a full time employment in the institution for over three years;
- FTE number of teaching staff registered in PhD programmes for over one year.

\* - Percentage fields are automatically filled in after the form has been submitted. The percentages are calculated on the total number of FTE.

#### 4. Non-academic staff.

4.1. Number and employment regime of the non-academic staff allocated to the study programme in the current year.

Indicate the number of non-academic staff, discriminated according to the respective contractual regime in the Institution (no nominative list required).  
(1,000 characters).

4.2. Qualification of the non-academic staff supporting the study programme.

Indicate the number of non-academic staff by level of academic qualification.  
(1,000 characters).

#### 5. Students.

5.1. Students enrolled in the study programme in the current academic year.

5.1.1. Total number of enrolled students.

Indicate the total number of students enrolled in the study programme with valid registration in the current academic year. It includes students in mobility *out*, since they remain enrolled in the course, but not students in mobility *in*.

5.1.2. Number of students by gender.

Indicate the percentages of enrolled female and male students.

5.1.3. Students enrolled in each academic year.

Indicate the number of students enrolled in each curricular year of the study programme.

5.2. Study programme demand.

Fill in table with columns "Year before last", "Last year", "Current year", for the following vacancy and demand indicators:

- Number of vacancies;
- Number of candidates;
- Number of enrolments;
- Number of enrolments, in first year, for the first time;
- Entrance mark of the last enrolled candidate \*;
- Average entrance mark\*.

\* - Applies only to students enrolled in the first year of *Licenciatura* or Integrated Master study programmes.

5.3. Eventual additional information characterising students.

Field for additional information concerning students that the Institution intends to add.

If there is more than one curricular pathway (such as branches, variants, areas of master's specialization or doctoral specialties), this field should be used to make explicit the number of students per pathway.  
(3,000 characters).

#### 6. Results.

6.1. Academic results.

6.1.1. Graduation efficiency.

Fill in table with columns "Antepenultimate year", "Year before last", "Last year", for graduation efficiency indicators (where **N** is the normal duration of the study programme):

- No. of graduates;
- No. of graduates in N years;
- No. of graduates in N+1 years;
- No. of graduates in N+2 years;
- No. of graduates in more than N+2 years.

6.1.2. List of defended theses over the last three years, indicating the title, year of completion and the final result (only for PhD programmes).

Present information on the theses completed and defended in recent years. In case the available space is insufficient to refer all theses, include the most recent ones.  
(3,000 characters).



### 6.1.3. Comparison of the academic success in the different scientific areas of the study programme and the respective curricular units.

Present a comparative analysis of the levels of academic success in the different scientific areas of the study programme, as a basis for a reflection on eventual problematic cases of success in specific curricular units, possible causes and actions to overcome the identified problems.  
(3,000 characters).

### 6.1.4. Employability.

#### 6.1.4.1. Data on the unemployment of study programme graduates (statistics from the Ministry or own statistics and studies, indicating the year and the data source).

Present available results on the employability of the study programme graduates, identifying the respective source and the cohort or cohorts covered.  
(1.000 characters).

#### 6.1.4.2. Reflection on the employability data.

Present studies / reflections on employability data and any measures taken to promote employability.  
(1.000 characters).

## 6.2. Results of scientific, technologic and artistic activities.

### 6.2.1. Research centre(s) in the area of the study programme where teaching staff develop their scientific activity.

Fill in table for Research Centres to which the teaching staff members of the study programme are affiliated, with data on "Research Centre", "Classification FCT", "HEI", "Number of integrated teaching staff from the study programme" and "Observations".

### 6.2.2. Summary-table with publications of the teaching staff of the study programme in international journals with peer review, books of book chapters, or artistic works with relevance for the area of the study programme.

The table is automatically created from data in the curricular files.

### 6.2.3. Summary-table with other relevant publications, namely of pedagogical nature.

The table is automatically created from data in the curricular files.

### 6.2.4. Technological and artistic development activities, services to the community and advanced training in the fundamental scientific area(s) of the study programme, and its real contribution to the national, regional or local development, the scientific culture and the cultural, sports or artistic activity.

Present a critical analysis of the activities carried out in this field, highlighting their effective contribution to the national, regional and local development, the scientific culture and the cultural, sports or artistic action. More than a simple enumeration, it is intended to demonstrate their degree of institutionalisation and their effective impact.  
(3.000 characters).

### 6.2.5. Integration of scientific, technologic and artistic activities in projects and/or partnerships, national or international, including, when applicable, the main projects with external funding and the corresponding funding values.

Present a critical analysis of the participation in national and international projects or partnerships, relevant to the study programme, including the external financing involved.  
(1,000 characters).

## 6.3. Internationalisation.

### 6.3.1. Mobility of students and teaching staff.

Fill in the table on indicators of the study programme internationalisation, with the following values, in percentages, for the last three academic years:

- Foreign students enrolled in the study programme – does not include students in mobility;
- Students in international mobility programmes (in);
- Students in international mobility programmes (out);
- Foreign teaching staff, including those in mobility (in);
- Teaching staff mobility in the scientific area of the study (out).

6.3.2. Participation in international networks relevant for the study programme (excellence networks, Erasmus networks, etc.).

Present a critical analysis of participation in international education networks in the area of the study programme, namely Erasmus networks and networks of excellence in education.  
(1,000 characters).

#### 6.4. Eventual additional information on results.

Field for additional information concerning students that the Institution intends to add.  
(3,000 characters).

### 7. Internal organisation and quality assurance mechanisms.

*Note: If the institution has more study programmes under assessment in the area of the present programme (i.e. under evaluation in the same visit), the next section may be filled in for only one of those programmes (mentioning in the others a reference to the study programme where the answer was provided). However, the institution is free to indicate for the other study programmes eventual specificities of its pedagogic management or quality assurance procedures.*

#### 7.1. Is there an internal quality assurance system certified by A3ES (Yes/No)?

Answer "Yes" or "No".

**If the answer is positive** the institution only needs to answer 7.1.1 e 7.1.2, being exempted of answering section 7.2.

**If the answer is negative** the institution must answer section 7.2 and it is free to answer items 7.1.1. and/or 7.1.2.

##### 7.1.1. Hyperlink to Quality Manual.

Include a link to the Quality Manual or an equivalent document in which the Institution's strategy for quality is clearly identified and how it is embodied in an internal quality assurance system, including the procedures involved.

##### 7.1.2. Last self-assessment report of the study programme elaborated under the scope of the internal quality assurance system.

Attach a PDF file, maximum 500KB, with the last self-assessment report of the study programme elaborated under the scope of the internal quality assurance system.

#### 7.2. Quality assurance.

7.2.1. Mechanisms for the quality assurance of the study programmes and the activities promoted by the services or structures supporting the teaching and learning processes, namely regarding the procedures for information collection (including the results of student surveys and the results of academic success monitoring), the monitoring and periodic assessment of the study programmes, the discussion and use of the results of those assessments to define improvement measures, and the monitoring of their implementation.

Brief description of quality assurance procedures covering the aspects mentioned above, in particular regarding the items mentioned in reference points **1** (in the part relevant to the study programme, namely regarding student involvement and other interested parties), **4, 5, 10** and **11** of the document " *Reference Framework for Internal Quality Assurance Systems in Higher Education Institutions*," (corresponding to ESG 1.1, 1.4, 1.6, 1.7 and 1.9).

Indication of whether there were changes in the organizational structure responsible for the scientific-pedagogical management of the study programme since the previous assessment.  
(9,000 characters).

##### 7.2.2. Structure(s) and job role of person(s) responsible for implementing the quality assurance mechanisms of the study programmes.

Indication of the structures for the strategic coordination and/or logistical support of the internal quality assurance system for teaching, identifying the positions of the persons responsible for them.  
(1,000 characters).

##### 7.2.3. Procedures for the assessment of teaching staff performance and measures for their continuous updating and professional development.

Brief indication of the procedures adopted for self-assessment of the performance of teaching staff and measures leading to their continuous updating and professional development, including the timing of the application of these procedures.  
(1,000 characters).

#### 7.2.3.1. Optional hyperlink to the Regulation for the Assessment of Teaching Staff Performance.

The Institution may, if so wishes, include here a link to the Regulation for the Appraisal of Teaching Staff Performance.

#### 7.2.4. Procedures for the assessment of non-academic staff performance and measures for their continuous updating and professional development.

Brief indication of the procedures adopted for self-assessment of non-academic staff and their updating and professional development.  
(1,000 characters).

#### 7.2.5. Means of providing public information on the study programme.

Indicate the procedures established for the regular provision of public information about the study programme, in accordance with reference point **12** of the document "*Reference Framework for Internal Quality Assurance Systems in Higher Education Institutions*", indicating where this information is published.  
(1,000 characters).

#### 7.2.6. Other assessment/accreditation activities over the last 5 years.

Refer to other studies or institutional assessment that may have taken place in the last five years (not conducted by A3ES) and a summary of their conclusions.  
(1,000 characters).

### **8. SWOT analysis of the study programme and improvement proposals.**

#### 8.1. Global SWOT analysis of the study programme.

The Institution should present a detailed SWOT analysis of the study programme, identifying strengths, weaknesses, opportunities and perceived constraints.

##### 8.1.1. Strengths.

Indication of strengths.  
(3,000 characters).

##### 8.1.2. Weaknesses.

Indication of weaknesses.  
(3,000 characters).

##### 8.1.3. Opportunities.

Indication of opportunities.  
(3,000 characters).

##### 8.1.4. Threats.

Indication of threats / constraints.  
(3,000 characters).

#### 8.2. Proposals of improvement actions.

The institution must present improvement actions relative to the weaknesses identified in the SWOT analysis, *filling in the next items for each of the indicated weaknesses*.  
Improvement proposals that are validated by the external assessment team should be considered as binding.

##### 8.2.1. Improvement actions.

Description of the proposed improvement action.  
(3,000 characters).

##### 8.2.2. Priority (high, medium, low) and implementation time.

Indication of the priority assigned to the proposed improvement action and timing for its implementation.  
(1,000 characters).

##### 8.2.3. Implementation indicator(s).

Implementation indicators planned for the purpose of monitoring the implementation of the improvement action.  
(1,000 characters).

## 9. Proposal for curricular restructuring (optional).

This section of the guideline, which is optional in nature, is intended to enable the institution to propose adjustments to the curricular structure of the study programme, as long as there is no change in the designation, duration and objectives of the study programme.

Exceptionally, a proposal for a change of designation may be accepted without changing the objectives, as long as the previous section appropriately justifies that the proposed designation is better aligned with the objectives of the study programme.

These adjustments should always follow from the SWOT analysis and the improvement actions presented in the previous section, where their convenience is highlighted and justified.

It should be noted that the changes proposed in this section are not subject to the limits defined by A3ES Resolution 2392/2013 on the elements that characterize a study programme, which has a different framework. The institution will propose here the changes that, in its view, correspond to a better way of organizing the study programme in order to meet the objectives defined for it. It will be for the EAT to assess the timeliness and relevance of these changes, in the light of this report and the information gathered and the discussions during the visit, and it will be for the Management Board to decide whether or not to accept them.

The proposal should clearly state the changes intended to the curricular structure and the corresponding study plan, adding the descriptions corresponding to the new curricular units (and only to these) and the CVs of those academics that do not already appear in the section 3 of this self-assessment report.

If there are different curricular pathways (branches, areas of specialization), only those in which changes are proposed should be filled out, and the pathways that remain unchanged must be explicitly indicated in field 9.1.

### 9.1. Synthesis of the proposed changes and justification.

Clear and succinct presentation of the changes that are intended to be introduced in the curricular structure of the study programme and the reasons that determine them (in conjunction with the flagging, in the previous section, of the convenience of carrying out the curricular restructuring; duplication of information should be avoided).

In case the Institution intends to change only some of the curricular pathways in which the study programme is organized, it should indicate in this field the pathways that it intends to keep unchanged.

(3,000 characters).

### 9.2. New curricular structure proposed (to be repeated for each of the alternative curricular pathways where there are changes).

#### 9.2.1. Branch, option, profile, major/minor or other (if applicable).

Specify the pathway to create/change.

(100 characters).

#### 9.2.2. Scientific areas and number of credits to award the degree.

Insert table with columns: "Scientific area", "Acronym", "Mandatory ECTS", "Optional ECTS" and "Observations".

### 9.3. Study plan.

Depending on the regime of operation, annual, semester or trimestral, the institution will insert or import sequentially, for each year, year/semester or year/trimester, a table with columns: "Curricular Unit", "Acronym of the scientific area", "Duration", "Working hours", "Contact hours", "ECTS" and "Observations".

### 9.4. Files of the curricular units.

The institution will insert or import the files of the curricular units only for those units created by the proposed curricular changes.

### 9.5. Teaching staff curricular files.

Insertion or importation of curricular files only for those teaching staff members who will start lecturing in the study programme due to the proposed changes, in case they are approved, and which were not listed in section 3 of the guidelines.