INSTITUTIONAL ASSESSMENT 2022:

GUIDELINES FOR MEMBERS OF

THE EXTERNAL ASSESSMENT TEAMS (EAT)

A3ES

Agência de Avaliação
e Acreditação
do Ensino Superior

The Self-Assessment Report, prepared by each Higher Education Institution (HEI), corresponds to the first stage within the Institutional Assessment. It aims to be comprehensive, rigorous and transparent. On the one hand, it intends to reinforce an environment of trust, transparency and institutional accountability and, on the other hand, to contribute, through its results, to the definition of new modes of relationship covering all assessment and accreditation procedures for which A3ES is responsible.

When starting this procedure, it is important to highlight some decisive aspects, on which the success of this Institutional Assessment depends:

- The Self-Assessment Report should correspond to a strategy that is globally accepted and assumed by all segments of the Academic Community, so its preparation should imply wide internal participation. The constitution of a Self-Assessment Committee, capable of streamlining this process and under the guidance of the institution's top leaders, is advised. The development of this internal process is an element that allows a preliminary assessment to be made of the functioning of the Institution.

- The Self-Assessment Report should reflect the institution's capacity for self-reflection and critical assessment of its policies and activities, as well as future development strategies, illustrated by the evidence considered relevant.

- The 2022 Institutional Assessment covers each institution's operation within the 2017-2022 period, from the previous Institutional Assessment (2016) until now.

- The contact of the External Assessment Committee (EAT) with the Institution will be carried out through onsite visits.

The 'Guidelines for the Development of the Institutional Self-Assessment Report', duly distributed, included a set of indications and guidelines that are based on the information set out in the 'Manual for Institutional Assessment in Higher Education - 2022'. It was intended that the said Guidelines and the present document could clarify and assist the Institutions in the preparation of their Self-Assessment Reports, by identifying the type of information to be obtained in each of the areas and subareas in which the Guide is organized.

In addition to the information requested in the Report, the institution may provide the EAT, through the Self-Assessment Report and in the areas intended to illustrate the evidence, with the available material that it considers to be relevant to the assessment. The EAT may, before or during the visit, request additional elements that complete the information necessary for the assessment of the Institution. The purpose of the visit is to better substantiate the EAT's assessment of the Institution based on the Self-

Assessment Report and the *on-site* verification of its operation, as well as to provide contact with relevant stakeholders of the external context of the Institution to obtain their perceptions and verify their level of involvement in the strategic and/or operational management and quality assurance systems.

The Institutional Assessment will portray higher education institutions, their policies, activities, and strategies for future development, emphasizing the role of their strategic plans and their reflection on the overall dynamics of institutions.

These Guidelines for members of the EATs have been organized into 7 seven major chapters, which correspond to the assessment areas in the 'Guidelines for the Development of the Institutional Self-Assessment Report' and in the 'Manual for Institutional Assessment in Higher Education - 2022'. Reading and analysing these two documents is essential for understanding the institutional assessment process now underway.

It should be noted that in some assessment sub-areas there are statistical indicators, pre-filled by A3ES with official statistical information provided by DGEEC. These indicators are important elements of the characterization of the institution and deserve careful attention and analysis by the EAT.

1. Accreditation History of Study Programmes and General Characterization of the Institution

Automatically filled in by the A3ES Information System.

1.1. Higher Education Institution

1.2. Institutions' Nature

(Automatically filled in)

1.3. Founding Body (if applicable)

(Automatically filled in)

1.4. Higher Education Subsystem(s)

1.4.1. Type of Higher Education Institution

(Automatically filled in)

1.5. Accreditation History

1.5.1. Institutional Accreditation

In case the result of the 2016 Assessment has been Accreditation with Conditions, verify that the conditions then established were met and, eventually, exceeded. Confirm whether the measures adopted to comply with the established conditions meant overcoming the limitations that determined the establishment of conditions for the accreditation of the institution.

1.5.2. Audit of Internal Quality Assurance Systems

- In the event of an IQAS (IQC) certification with conditions, verify that the conditions then established were met and, eventually, exceeded. Confirm whether the measures adopted to comply with the established conditions meant overcoming the limitations that determined the establishment of conditions.

- In case of no certification, identify the measures taken by the institution to adopt quality management standards in its operation, confirming that the results obtained are adequate for this purpose.

1.5.3.   New study programmes (number 2017-2022)

Comment (stating evidence) on the:

- Accreditation success rate: number of study programmes accredited/number of study programmes submitted for accreditation.

- Accreditation without conditions success rate: number of study programmes accredited without conditions/number of study programmes submitted for accreditation.

1.5.4.   Study Programmes in Operation (number - 2017-2022)

Comment (stating evidence) on the:

- Accreditation success rate: number of study programmes accredited/number of study programmes submitted for accreditation.

- Accreditation without conditions success rate: number of study programmes accredited without conditions/number of study programmes submitted for accreditation.

2. Strategy and Governance

2.1. Educational, scientific and cultural project

2.1.1.   Historical memory

(Text submitted by the institution)

2.1.2.   Institutions' mission and vision

Check if the mission fits the type of institution and if the vision is ambitious, clear, verifiable, and fits the mission.

Polytechnic institutions (Law 62/2007, 10 September)	University institutions (Law 62/2007, 10 September)
Polytechnic institutes and other polytechnic education institutions are high-level institutions oriented to the creation, transmission and diffusion of culture and knowledge of a professional nature, through the articulation of study, teaching, oriented research and experimental development.	Universities, university institutes and other institutions of university education are high-level institutions oriented to the creation, transmission and diffusion of culture, knowledge and science and technology, through the articulation of study, teaching, research and experimental development.

2.1.3.   Strategic plan and educational, scientific and cultural project

Verify if the strategic plan of the institution: is ambitious, articulated with the strategy and national and international challenges facing higher education; contains distinctive factors; is short, clear and easily understandable by the academic community and society; has objectives and goals to achieve, so as to verify their compliance. Also confirm if there is a balance between the objectives and targets defined and their degree of implementation, if appropriate.

2.1.4.   Integration of new study programmes in the educational project

Comment on, highlighting the following:

- Alignment with the strategic plan.

- Continuity within training or research areas developed in the institution.

- Cooperation with non-academic entities.

- Cooperation with other HEIs.

- International cooperation.

- Other options.

2.1.5.   Contribution of the strategic plan to the implementation of the 2030 Agenda

Comment on how this contributes to the fulfilment of the 17 SDGs (comments approaching some of these objectives).

2.1.6.   Academic Integrity

Comment on the initiatives promoted by the HEI to defend academic integrity, concerning their results, namely in:

- Promoting ethical principles.

- Managing conflicts of interest.

- Protecting data.

- Fighting plagiarism, fraud, and pedagogical and scientific misconduct.

- Monitoring social networks and promoting actions against violent participation therein.

- Fighting intolerance.

- Monitoring and promoting actions against violent intimidation (bullying).

- Promoting volunteering.

- Other.

2.1.7.   Promotion of gender equality and integration of minorities and disadvantaged social groups.

Comment on the initiatives promoted by the HEI, as well as their results, namely in:

- The gender equality plan.

- The integration of disabled people (students, and teaching, research and technical staff).

- The fight against moral and sexual harassment.

- The strategies used to integrate students with special educational needs.

- The promotion of multicultural and intercultural initiatives.

- Other.

2.1.8.   Mechanisms for information dissemination

Comment on the initiatives promoted by the HEI, as well as their results, namely in terms of:

- Academic community.

- Alumni.

- Local and regional community.

- National partners.

- International partners.

- Other.

2.2. Governance and decision-making structure

2.2.1. Institutions' internal organization and operation

Verify whether the organization of the HEI complies with the legal regulations and whether the different levels of decision and their respective articulations guarantee effective management and the scientific and pedagogical autonomy of its organs, including a summary justification of the reasons that led to any changes in that organization.

2.2.2. Participation of the academic community and of external stakeholders

Verify the adequacy of the participation of teaching and research staff and technical, administrative and management staff, students and external elements in the decision-making processes, at their different levels (institutional, organic units and research units). Include information on the hearing of the various bodies referred to and their degree of satisfaction with their participation in the internal life of the institution.

2.3. Quality Management

2.3.1.   Quality Policy

Assessment of the quality policy of the institution, the degree of knowledge and assimilation by the academic community and whether it leads to the clear existence of a culture of continuous improvement in the institution.

2.3.2.   Structures of organization and planning of the institution's quality management

Assessment of the suitability of existing structures in organising and planning quality management in the institution.

2.3.3.   Internal Quality Management Structure

Assessment of how the SIGQ (IQC): supports the implementation of the institutional strategy, the fulfilment of the objectives of the educational, scientific and cultural project of the institution and helps to identify areas of improvement, through adequate articulation with the management bodies.

2.3.4.   Degree of integration and efficiency of the internal quality management system

Confirm, justifying, if the institutional SIGQ (IQC) is functional and efficient, that is, if it allows planning, implementing, monitoring and improving the activities in the different areas of the institution.

2.3.5.   Participation of the academic community in the quality management

Confirm, stating evidence, whether the implementation of systematic mechanisms to promote participation has led to the effective participation of the academic community in the different of the SIGQ (IQC).

2.3.6.   Efficacy of the information system

Confirm, stating evidence, if the information system is robust and ensures that the information generated by the SIGQ (IQC) is adequately published and communicated to the entire academic community of the institution.

2.4. SWOT Analysis of Strategy and Governance

Assessment of the SWOT analysis and its consistency with what is described in the self-assessment report and the institution's strategic plan.

3.   Education

3.1. Educational offer

3.1.1.   Institutional strategy and policies for the educational offer

Confirm if the educational offer is developed according to the institutional strategy, student demand, socio-professional needs created by society, the future expectations of the evolution of society, and the specificities of scientific development of the institution. Confirm whether there is evidence of a concern with the reinforcement of transversal competences.

3.1.2.   Organization of the educational offer

Confirm, stating evidence, if the levels of multidisciplinarity and the adoption of distance learning strategies are adequate, as well as the joint offer of study programmes with other institutions at national and international levels, checking if these choices fit into the mission, objectives and dynamics of the institution and its organic units.

3.1.3.   Specificities of organic units

Highlight, stating evidence, any specificity (either positive or negative) in terms of the educational offer with an impact on organic units.

3.2. Educational Methodologies

3.2.1.   Educational methodologies and institutional strategy

Taking into account the main educational methodologies used by the HEI, assess the adequacy of the main teaching methodologies described by the institution, bearing in mind the following:

- Framing of the methodologies within the institutional strategy.

- Adequate integration of digital technologies (methods of data integration, cybersecurity, IoT, 3D printing, remote labs, augmented and virtual reality, artificial intelligence, 5G, ...).

- promotion of 'teaching development' and internationalization of good practices (teacher training actions and networks to promote good practices, ERASMUS+ projects, ...).

3.2.2.   Adequacy of educational methodologies to the educational offer

Confirm, stating evidence, if teaching methodologies are adequate to the educational offer, bearing in mind the following:

- Strategies for accompanying students in their academic paths.

- Methodologies used to reduce academic failure.

- Methodologies used to reduce student retention.

- Methodologies used to overcome the differences resulting from different prior paths.

- Debates with national and international peers on these methodologies (events, seminar frequency, publications, ...).

3.2.3.   Students' participation in educational methodologies

Confirm, stating evidence, if there is a concern for student-centred learning, bearing in mind the following:

- the existence of methodologies oriented to the active intervention of students, referring to their results.

- the existence of pedagogical Assessment surveys answered by students: how are these applied? To what extent? How are results treated? What corrective actions follow? What impact do these have on the way the institution works?

- The existence of self-assessment surveys answered by teachers: how are these applied? What corrective actions follow? What impact do these have on the way the institution works?

- Student autonomy and degree of freedom for the selection of academic paths, assessing their effective use by students. Expression of the optional curricular units (in the organic unit, other organic units, or other higher education institutions).

3.2.4.   Organic units

Highlight, stating evidence, any specificity (either positive or negative) in terms of the educational methodologies adopted by organic units.

3.3. Further education and life-long learning

3.3.1.   Institutional strategy and life-long learning policies.

Confirm the existence of an institutional strategy and lifelong learning policies, and assess, stating evidence, the results achieved considering the following:

- strategy for the provision of training in the area of life-long learning.

- priority target groups defined by the institution.

- framework for the provision of life-long learning (areas of training, size of training, target audiences and profile of candidates, partners, etc.).

- resources assigned to the implementation of lifelong learning actions.

3.3.2.   Training offer in the context of life-long learning.

Assess, stating evidence, the training offer in terms of life-long learning, taking into consideration the following:

- types of life-long learning.

- areas of higher demand.

- assignable resources.

- institutional partners.

- effective functioning of the training offer in the area of life-long learning.

- Micro-credential offer.

3.3.3. Recognition and academic credit of non-formal and formal learning

Assess, stating evidence, the strategies for the recognition and accreditation of non-formal and informal learning, including their respective results, considering the following:

- strategies adopted for credits attribution.

- methodologies for crediting professional paths, academic paths or profiles characterized by a high level of non-formal knowledge.

- other.

3.3.4. Organic Units

To highlight, justifying, any specificity (positive or negative) of the organic units at the level of further and lifelong learning.

3.4. Students

Comment on Statistical Data - Students (Table 1)

3.4.1. Institutional strategy and policies for student attraction

Assess, stating evidence, the institutional strategy and policies developed to attract new students, paying particular attention to the following:

Polytechnic Institutions	University institutions
attracting students of the secondary level (all types, with a special focus on secondary courses of dual certification)	attracting students of the secondary level (all types, with a special focus on secondary courses of dual certification)
attracting CTeSP students	attracting international Portuguese-speaking students
attracting international Portuguese-speaking students	attracting international students outside the CPLP space
attracting international students outside the CPLP space	attracting students through the 23+ programme
attracting students through the 23+ programme	attracting students with specific educational needs
attracting students with specific educational needs	attracting students with different socio-cultural backgrounds
attracting students with different socio-cultural backgrounds	

3.4.2. Promotion of educational success

Assess, stating evidence, the institutional strategy and policies developed to promote educational success, paying particular attention to the following:

- Educational success support offices.

- Programmes, projects or structures for mentoring, supporting, and guiding students.

3.4.3. Monitoring of educational success

Justified assessment of the process of monitoring and analysing teaching outcomes in terms of educational success, and of the possible development and implementation of new institutional strategies to improve outcomes and prevent school failure.

3.4.4. Promotion of students' well-being

Assess, stating evidence, the adequacy of the mechanisms for promoting students' health and well-being associated with:

- health.

- accommodation.

- psychological counselling.

- support to students with specific needs (structures, offices, etc.).

- guidance for internships (national and international).

- facilities (libraries, study rooms, laboratories, spaces for cultural activities, …).

- Food.

- sports, including sports facilities.

- culture.

3.4.5. Organic Units

Highlight, stating reasons, any specificity (either positive or negative), in the organic units, related to the students.

3.5. Graduates

Comment on Statistical Data - Graduates (Table 2)

3.5.1.   Support to integration, inclusion, and social and professional integration of graduates

Justified assessment of the institutional strategy and policies, mechanisms, initiatives, and activities to support the integration, inclusion and socio-professional adaptation of graduates and their results, paying particular attention to the following:

• institutional strategy to support the integration of graduates.

• structures assigned to professional adaptation.

• Projects and programs promoting employability and socio-professional integration.

• the role of the support provided by *alumni* for socio-professional integration.

• partnerships with other entities with a view to the employability of graduates.

3.5.1.   Organic Units

Highlight, stating reasons, any specificity (either positive or negative), in the organic units, related to the graduates.

3.6. SWOT Analysis of Education

Assessment of the SWOT analysis and its coherence with the self-assessment report and the institution's strategic plan.

4. Research and Knowledge Transfer

4.1. Research, technological development, and artistic production

4.1.1.   Institutional strategy and policies for the promotion of the scientific, technological, and artistic activity

Confirm, showing evidence, the existence of an institutional strategy and policies to promote scientific, technological, and artistic activity, valuing open science, assessing the performance of the institution from the main results obtained and the social impact of the same considering, in particular, instruments of the institution and, in addition, scholarships, awards, R&D projects with

competitive funding (referring the respective sources); ERC and Marie Skłodowska-Curie Fellowships, or other.

4.1.2. Research Units

Assess, stating the reasons, the adequacy of the institution's research capacity in relation to its size, strategy, scope of action and location, measured through the analysis of the following:

- Research units, according to thematic areas and their latest Assessment (FCT); respective integrated members (nr).

- delegations of research units based in other institutions, thematic areas and classification of the latest FCT Assessment, integrated members.

- private entities subsidiaries of the institution, thematic areas and classification of the latest FCT Assessment, integrated members.

- research career.

- scientific production.

- Fundraising for research (national and international, competitive and other).

4.1.3. Students' participation in scientific research, technological development, and artistic production

Assessment, stating reasons, of the adequacy of the concrete measures taken by the institution to stimulate the participation of students in scientific research, technological development, and artistic production, as a means of enhancing learning, considering in particular:

- policy for the integration of students in research projects and its results.

- financial support mechanisms (scholarships, prizes, support for participation in events, etc.) and their results.

- student mobilization mechanisms (internships, cooperation projects, etc.) and their results.

4.1.4. Research Integrity

Verify, and justify, the adequacy of the measures adopted by the institution to ensure research integrity, such as the approval and compliance with codes of conduct and the existence of systematic procedures (e.g., digital tools) for the prevention of plagiarism.

4.1.5. Organic Units

Highlight, stating reasons, any specificity (either positive or negative), in the organic units, related to scientific, technological, and artistic activities.

4.2. Knowledge transfer and entrepreneurship

4.2.1. Institutional strategy and policies for knowledge and technology transfer

Assessment, stating reasons, of the adequacy of the institutional strategy and the policies for knowledge and technology transfer in the different scientific, humanistic, and cultural areas of the institution. Consider the size, scope of action, and location of the institution and use as a reference the main results of the implementation of such strategy and policies, namely:

- service contracts with the various sectors of activities (business, public, and social) and their results.

- knowledge transfer licensing agreements and their results.

- start-ups.

- National, European and international patents and other forms of intellectual property.

- Intellectual property regulation.

- Others potentially reported.

4.2.2. Structures for the cooperation with the external community and local, regional, and national networks and partnerships

Assessment, stating reasons, of the appropriateness and compliance with the institutional strategy and technology transfer policies, cooperation structures and interface with the external community (business, public, and social) and local, regional, and national networks and partnerships, in particular:

- interface structures (which ones?) in which the institution participates, including collaborative laboratories, and their legal models.

- spin-off companies with participation of the institution and annual rate of creation.

- incubation and acceleration structures.

- consolidated or embryonic, thematic, transversal or prospecting partnerships.

- other reported and relevant initiatives.

4.2.3.   Institutional strategy and policies for the promotion of entrepreneurship

Assessment, stating reasons, of the adequacy of the institutional strategy and policies adopted by the institution, differentiated by thematic areas, to promote business and social entrepreneurship (public sector and third sector) and self-employment of its students, taking into account, in particular:

- development of appropriate skills and their integration into the educational and training offer.

- structures for fostering entrepreneurship (within the institution and outside the institution).

4.2.4.   Organic Units

Highlight, stating reasons, any specificity (either positive or negative), in the organic units, related to knowledge transfer and entrepreneurship.

4.3. SWOT Analysis of Research and Knowledge Transfer

Assessment of the SWOT analysis and its coherence with the self-assessment report and the institution's strategic plan.

5.   Internationalization and Cooperation

Comment on Statistical Data - Internationalization (Table 3)

5.1. Internationalization

5.1.1.   Institutional strategy and internationalization policies

Assessment, stating reasons, of the adequacy of the institutional strategy and policies to promote internationalization in the different missions of the institution, as well as the integration of these principles in the management and governance of the institution, based on the mechanisms to boost internationalization and the achieved results.

5.1.2.   Incentives to internationalization

Critical analysis, stating evidence, of the specific incentives to the various aspects of internationalization defined by the institution and assessment of the respective contribution to the achievement of the internationalization of the institution, taking into account, in particular:

- the amount of the financial resources invested, in comparison to the institution's size.

- the extent of the support granted for the establishment of international networks.

- other types of support.

5.1.3. Internationalization instruments

Critical, evidence-based analysis of the adequacy of the institution's instruments and mechanisms of "external" and "internal" internationalization, in the different missions and covering the different segments of the academic community. Integration of the latter into the institutional strategy for internationalization should also be assessed, taking into account the results presented in the self-assessment report.

5.1.4. Structures for the promotion of internationalization

Critical appraisal, stating reasons, of the adequacy of the structures (dedicated offices or others) created by the institution for the promotion and implementation of internationalization strategies, considering the results reported and the opinions collected.

5.1.5. Participation in international and European Consortia

Assess, stating reasons, the possible benefit that participation in European and international consortia has brought to the implementation of the institutional strategy for internationalization, considering, in particular:

- European consortia of universities and other entities (except European universities).

- European universities.

- International consortia (with partners outside Europe).

5.1.6. Organic Units

Highlight, stating reasons, any specificity (either positive or negative), in the organic units, related to internationalization.

5.2. National cooperation with other institutions and with society

5.2.1. Institutional strategy and policies for the cooperation with society

Assess, stating reasons, the institutional strategy (with higher education institutions) and cooperation policies with society (such as companies, municipalities, associations, social organisations, cultural institutions, primary, secondary and vocational schools), taking into account the results achieved, namely: measures, actions, projects, cooperation partnerships (formal and informal) with society; study programmes offered in cooperation with other higher education institutions, and other reported.

5.2.2.   Structures for the cooperation with society

Critical appraisal, stating reasons, of the adequacy of the structures (dedicated offices, working groups, platforms, other) created by the institution for cooperation with society, taking into account the results reported and the opinions collected.

5.2.3.   Cooperation partnerships and active protocols

Critical appraisal, stating reasons, of the adequacy and interest of the results obtained with formal partnerships and active cooperation protocols of a social, cultural, sports and local and regional development nature, considering, in particular:

- The number, scope, and results of active protocols.

- the number of partnerships for concrete projects and the level of progress of their implementation.

5.2.4.   Organic Units

Highlight, stating reasons, any specificity (either positive or negative), in the organic units, related to cooperation with other national institutions and with society.

5.3. SWOT Analysis of Internationalization and Cooperation

Assessment of the SWOT analysis and its coherence with the self-assessment report and the institution's strategic plan.

6. Resources

6.1. Academic and research staff

Comment on Statistical Data – Academic staff (Table 4)

Comment on Statistical Data – Research staff (Table 5)

6.1.1.   Adequacy of academic and research staff

Assess, stating reasons, whether the academic (teaching) and research staff is qualified, stable and career-oriented, and appropriate to the educational offer and the scientific research strategy of the institution, taking into account, in particular:

• Legally established ratios.

• the appropriate distribution of teachers/researchers among professional categories.

• the percentage of career teachers.

• the level of academic inbreeding.

• the strategy for hiring teaching staff (international competitions).

• age distribution.

• the percentage of foreign teachers.

• gender equality.

• integration in recognized research units.

• balance between staff numbers and the diversity of the training offer.

6.1.2. Structures supporting academic and research staff

Assess, stating reasons, the mechanisms, structures, and activities provided by the institution to support academic (teaching) and research staff for the proper performance of their functions in the different areas. Confirmation of the actual use of these mechanisms, structures, and activities by academic (teaching) and research staff, and their real contribution to an effective improvement of their activities in the different areas, considering, in particular:

• Annual number of pedagogical training actions aimed at teaching and research staff.

• Annual number of hours of pedagogical training.

• Themes of the training actions.

• Percentage of participation of teaching and research staff in pedagogical training actions each year.

• Cultural activities and degree of participation therein.

6.1.3. Promotion of academic and research staff

Assess, stating reasons, the adequacy of the institutional strategy and the policies implemented by the institution for the promotion of academic (teaching) and research staff, considering, in particular:

• Compliance with the legal ratios defined for the existing professional categories.

• Assessment mechanisms and performance results of academic (teaching) and research staff.

• Existence and adequacy of a career development plan for academic (teaching) and research staff.

• Other.

6.1.4.   Development and well-being policies for academic and research staff

Assess, stating reasons, the appropriateness of development, health and wellbeing policies for academic (teaching) and research staff, taking into account, inter alia:

• health;

• culture;

• sport;

• areas of sociability.

6.1.5.   Organic Units

Highlight, stating reasons, any specificity (either positive or negative), in the organic units, related to academic (teaching) and research staff.

6.2. Technical, administrative and management staff

Comment on Statistical Data – Technical, administrative and management (Table 6)

6.2.1.   Adequacy of the technical, administrative and management staff

Assess, stating reasons, whether technical, administrative and management staff are qualified and have specialised training to carry out their tasks, considering, in particular, their:

• number.

• categories.

• qualification levels.

• age distribution.

• gender equality.

6.2.2.   Structures supporting technical, administrative and management staff

Assess, stating reasons, the mechanisms, structures, and activities provided by the institution to support technical, administrative and management staff for the proper performance of their duties. Confirmation of the actual use of these mechanisms, structures, and activities by technical,

administrative and management staff, and their real contribution to an effective improvement of their activities, considering, in particular:

- Annual number of specialised training actions aimed at technical, administrative, and management staff.

- Annual number of hours of specialized training available.

- Themes of the training actions made available.

- Percentage of participation of technical, administrative, and management staff in specialised training actions each year.

- cultural activities and degree of participation therein.

- social activities and degree of participation therein.

6.2.3. Promotion of technical, administrative and management staff

Assess, stating reasons, the adequacy of the institutional strategy and implemented policies for the promotion of technical, administrative, and management staff, considering, in particular:

- assessment mechanisms and performance results of technical, administrative and management staff.

- training plan.

- existence and adequacy of a career development plan for technical, administrative, and management staff.

- Other.

6.2.4. Development and well-being policies for technical, administrative and management staff

Assess, stating reasons, the adequacy of development, health and welfare policies for technical, administrative and management staff, considering, inter alia:

- health;

- culture;

- sport;

- areas of sociability.

6.2.5. Organic Units

Highlight, stating reasons, any specificity (either positive or negative), in the organic units, related to technical, administrative and management staff.

6.3. Facilities and equipment

6.3.1. Adequacy of facilities

Assess, stating reasons, the suitability of the common spaces (libraries, IT rooms, laboratories, spaces reserved for study, leisure and food areas, accommodation, sports spaces, museums, etc.) for the activities developed by the institution and for the different segments of its population, as well as its state of conservation.

6.3.2. Adequacy of equipment

Assess, stating reasons, the adequacy of the equipment (digital and technological means) for the activities developed by the institution and for its population, as well as its state of conservation.

6.3.3. Organic Units

Assess, stating reasons, the adequacy of the facilities and equipment of the organic units (classrooms, teachers' offices, libraries, IT rooms, laboratories, leisure areas, restaurants, accommodation, sports spaces, museums, digital and technological media) for the activities developed in each organic unit and for the different segments of its populations, as well as their state of conservation.

6.4. Institutional sustainability

6.4.1. Digital transformation in management, organization, communication, information, and relationship with society

Assess, stating reasons, the degree of progress of the institution's digital transformation, taking into account the main initiatives adopted in the fields of management, organization, communication, information, data integration, external relations, cybersecurity and data protection.

6.4.2. Raising of funding sources

Assess, stating reasons, the adequacy of the institutional strategy and policies for attracting funding sources, in particular in the form of tuition fees and other (own) revenues, taking into account, in particular:

- public institutions (% of the institution's budget originating in the OE - yearly state funding-, evolution in the last five years).

- private institutions (% of the institution's budget originating in tuition fees, evolution in the last five years).

- diversity of funding sources already achieved.

6.4.3. Environmental sustainability

Assess, stating reasons, the adequacy of the institutional strategy, policies and mechanisms to promote environmental sustainability and to raise awareness of the academic community to it, considering the results achieved, in particular those presented in the annual sustainability report, including information on the management of energy, water, waste, and the car fleet.

6.4.4. Organic Units

Highlight, stating reasons, any specificity (either positive or negative), in the organic units, related to environmental sustainability.

6.5 SWOT Analysis of Resources

Assessment of the SWOT analysis and its coherence with the self-assessment report and the institution's strategic plan.

7. Theme for development selected by the Institution

7.1. Theme

Assess, stating reasons, the centrality and relevance of the theme selected for the institutional strategy.

7.2. Detailed description

Critical and pedagogical assessment of the theme, its objectives, its development and implementation in the institution, its related activities, and its integration into the institutional strategy, referring to the potential impact for the institution, as well as the expected results.