



INSTITUTO DE
EDUCAÇÃO
—
ULISBOA

Quality Handbook | SIGQ-IE

Integrated Quality Assurance System of the
Institute of Education of the University of Lisbon

2022

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Abbreviations

A3ES	Higher Education Assessment and Accreditation Agency
AAGQ	Evaluation and Quality Assurance Area of ULisboa's Central Services
CAI	Internal Evaluation Commission
CGQ-ULisboa	Quality Assurance Council of the University of Lisbon
ENQA	European Association for Quality Assurance in Higher Education
ERP	Integrated Resource Management System
ESG	Standards and Guidelines for Quality Assurance in the European Higher Education Area
ESU	European Students' Union
EUA	European University Association
EULisboa	Estádio Universitário de Lisboa
EURASHE	European Association of Institutions in Higher Education
FCT	Foundation for Science and Technology
R&D	Research and Development
IE-ULISBOA	Institute of Education of the University of Lisbon
MQ	Quality Manual
MQ-IE	Institute of Education Quality Manual
MQ-ULisboa	University of Lisbon Quality Manual
PQ	Quality Plan
PQ-IE	Institute of Education Quality Plan
PQ-ULisboa	University of Lisbon Quality Plan
RJGDES	Legal Framework for Degrees and Diplomas in Higher Education
RSIGQ	Integrated Quality Assurance System Regulation
RSIGQ-IE	Regulation of the Integrated Quality Assurance System of the Institute of Education
RSIGQ-ULisboa	Regulation of the Integrated Quality Assurance System of the University of Lisbon
SASULisboa	Social Action Services of the University of Lisbon
SIGQ-IE	Integrated Quality Assurance System of the Institute of Education
SIGQ-ULisboa	Integrated Quality Assurance System of the University of Lisbon

UC | Curricular Unit

ULisboa | University of Lisbon

UO | Organisational Unit

1. Introduction

The Quality Manual of the Institute of Education of the University of Lisbon (MQ-IE) defines the guiding principles for the development of the Integrated Quality Assurance System of the Institute of Education of the University of Lisbon (SIGQ-IE), as well as the organisational methods, responsibilities, and processes to be adopted. The SIGQ-IE is based on good European practices (*Standards and Guidelines for Quality Assurance in the European Higher Education Area - ESG*, 2015) and national recommendations, namely the procedures and studies disseminated by the Higher Education Assessment and Accreditation Agency (A3ES).

The MQ-IE aims to create and operationalise a quality assurance system at IE-ULisboa in conjunction with ULisboa's assessment and quality assurance systems, based on the same general principles.

As defined in the ESG 2015, quality assurance is understood as a set of activities, part of a cycle of continuous improvement, which can provide information capable of assuring the institution and the public of the quality of its operation (*accountability*) and, at the same time, lead to the production of recommendations for improvement (*enhancement*).¹ These activities help generate a culture of quality in the institution, leading to greater confidence in its performance.

In addition, quality assurance presupposes the active participation of all members of the academic community - teachers, researchers, students, technical and administrative staff - and strategic social partners, including public, business, non-governmental and associative organisations, alumni, among others. These should collaborate in the processes of analysis, reflection and debate on the reality and future prospects of IE-ULisboa.

¹ Original: “at the heart of all quality assurance activities are the twin purposes of accountability and enhancement. Taken together, these create trust in the higher education institution’s performance. A successfully implemented quality assurance system will provide information to assure the higher education institution and the public of the quality of the higher education institution’s activities (accountability) as well as provide advice and recommendations on how it might improve what it is doing (enhancement)” (ESG, 2015: 7).

1.1. Historical Note

The implementation of a quality assurance system at IE-ULisboa began even before it was founded. In both the former Education Sciences Unit of the Faculty of Psychology and Education Sciences and the Education Department of the Faculty of Sciences of the University of Lisbon - the two organisations that gave rise to IE-ULisboa - quality assurance processes were part of their management tools. With the creation of IE-ULisboa, quality assurance was gradually formalised within the scope of management activities, accompanying its evolution in ULisboa's governance and management processes.

In the ULisboa Statutes, approved in 2013, evaluation and quality assurance were among the central elements. Article 5 stated that *the University of Lisbon ensures the permanent evaluation of its activities, units and services, under the terms of the law, in conjunction with the competent evaluation and accreditation bodies, as well as through its own institutional mechanisms, in accordance with internationally recognised quality principles and criteria.*²

In compliance with this legal requirement, IE-ULisboa has set up quality assurance mechanisms, enshrined in Article 7 of its Statutes, promulgated in 2013. In accordance with these regulations, *the Institute of Education periodically carries out an internal assessment of its quality, under the terms of the law, in conjunction with the University of Lisbon's assessment and guarantee mechanisms, setting up an Internal Assessment Committee for this purpose and, in order to monitor its scientific activity, setting up an External Monitoring Committee.*³

In 2015, the SIGQ-ULisboa Regulation (RSIGQ-ULisboa) was published.⁴ Its main objective was to *continuously improve the quality of the University of Lisbon by assessing the degree to which its mission was being fulfilled through the application of performance criteria and indicators.* This evaluation was both an internal evaluation - guaranteed by periodic self-evaluation - and an external evaluation - carried out by external organisations such as A3ES. This regulation also defined the principles, instruments, and organisation of the system. In the same year, the School Council approved the Regulations for the Internal Assessment Committee.

² Statutes of the University of Lisbon - approved by Normative Order no. 5 -A/2013, of 19 April, and republished in Normative Order no. 14/2019, of 10 May 2019, amended by Normative Order no. 8/2020, of 17 July, published in Diário da República, 2nd series, no. 150, of 4 August.

³ Statutes of the Institute of Education, published as an annex to Order no. 16290/2013, published in Diário da República, 2nd series, no. 243, of 16 December and amended by Order no. 7440/2019, published in Diário da República, 2nd series, no. 159, of 21 August.

⁴ Order no. 15622/2015, published in Diário da República, 2nd series, no. 253, of 29 December.

In order to align its strategy with ULisboa, the Internal Evaluation Regulation was repealed in 2022 in favour of the approval of the new SIGQ-IE Regulation, which sets out the system's foundations. The aim of SIGQ-IE is to continuously improve the quality of the Institute of Education of the University of Lisbon by assessing the degree to which it fulfils its mission through the application of performance criteria and indicators. At the same time, the regulations guarantee the establishment of periodic self-evaluation and external evaluation through permanent quality management procedures. To this end, SIGQ-IE was based on a variety of guidelines and foundations of proven value, namely the legal provisions laid down in the Legal Framework for Quality Assessment in Higher Education⁵ and the creation of the Agency for the Assessment and Accreditation of Higher Education (A3ES)⁶, the inspiring principles of the Standards and Guidelines for Quality Assurance in the European Higher Education Area, drawn up by the European Association for Quality Assurance in Higher Education (ENQA) and the benchmarks defined by A3ES, through the Manual for the Audit Process of Internal Quality Assurance Systems in Higher Education Institutions. The SIGQ-IE instruments were thus established, namely: (i) Action Plan (for the four-year term of the Director's mandate); (ii) Annual Activities Plan; (iii) Quality Manual; (iv) Quality Plan; (v) Procedures manuals.⁷

In 2021, the installation of a common academic management system for the University's 18 Schools - FENIX - was completed. The conditions were thus met for ULisboa to move forward with the formalisation of its SIGQ, with which IE-ULisboa joined.

The aim now is to develop a system articulated with the SIGQ-ULisboa, based on the same general principles, and naturally observing IE-ULisboa's relative scientific, pedagogical, and administrative autonomy.

1.2. Approval, review, and dissemination

According to the RSIGQ-IE, the CAI-IE is responsible for drawing up the MQ-IE and the Director of IE-ULisboa for approving it (Table 1). The MQ-IE is a dynamic document that must be revised according to the improvements observed and changes in the circumstances of the collective action. Each change to its content must result in the issue of an updated version, which must be recorded in Table 2, which forms an integral part of this document.

⁵ Published by Law no. 38/2007 of 16 August, amended by Law no. 94/2019 of 4 September.

⁶ By Decree-Law no. 369/2007, of 5 November.

⁷ Regulatory Procedure no. 2/IE/2022, which contains the Draft Regulation of the Integrated Quality Assurance System of the Institute of Education of the University of Lisbon; published by Order no. 126632022, of 31 October.

The Office of Evaluation and Quality Assurance (GAGQ) is responsible for drawing up and publicising the digital version of the MQ-IE on IE-ULisboa's website.

Table 1 - Creation and approval of the MQ-IE | SIGQ-IE

Intervention	Role	Name	Period
Author	CAI- IE	CAI-IE	2022
Approval	Diretor	Luís Miguel Carvalho	2022-2025

Table 2 - Development and revision of the MQ-IE | SIGQ-IE - History

Version	Elaboration date	Validation date	Approval date	Stage/Motive Revision
VP_01/2022	2022	2022	2022	1 st Preliminary Version
01/2022	10.2022	21.11.2022	15.12.2022	1 st Final Version

The MQ-IE will be publicised on the IE-ULisboa website in order to make the organisation of the SIGQ-IE known internally and externally.

1.3. Scope and structure

The MQ-IE establishes the organisation of quality promotion and management processes. It therefore focuses on organisational practices that guarantee and improve the quality of the institution's operations. The SIGQ-IE defines and makes explicit the competences of the different agents involved, as well as the main processes and indicators that serve as a basis for monitoring institutional practices and supporting strategic decision-making. The SIGQ-IE also points out the objectives and actions that must be promoted in order to meet the quality benchmarks adopted.

As the MQ-IE is one of the instruments supporting the operation of SIGQ-IE-ULisboa, it cannot be dissociated from it. It is therefore highly complementary to the IE-ULisboa Quality Plan (PQ-IE), which details the main procedures and indicators. The instruments defined for IE-ULisboa also coexist with those defined by ULisboa within the scope of its SIGQ.

The MQ-IE is structured as follows:

- Introduction, including reference to the legal framework for implementing the system;
- Benchmarks adopted in the quality assurance process;
- IE-ULisboa's mission, vision and objectives;
- IE-ULisboa's organisational structure, with a description of the management bodies, services and respective spheres of competence;
- IE-ULisboa's quality policy;
- SIGQ-IE, describing the information and management systems, as well as the points of interface with the institutional management bodies.

1.4. Legislation and guidelines

The MQ-IE was drawn up on the basis of the recommendations contained in the legislation and documents specified in Table 3.

Table 3 - Legislation and other guiding documents to MQ-IE | SIGQ-IE

Legislation and other documents	Topic
Regime Jurídico das Instituições de Ensino Superior, Lei n.º 62/2007, de 10 de setembro.	Regulates the organisation of Higher Education Institutions.
Regime Jurídico dos Graus e Diplomas do Ensino Superior (RJGDES), Decreto-Lei n.º 74/2006 e sucessivas alterações, republicado pelo Decreto-Lei n.º 65/2018, de 16 de agosto.	Regulates the award of higher education degrees and diplomas and lays down the rules for their accreditation.
Regime Jurídico da Avaliação do Ensino Superior, Lei n.º 38/2007, de 16 de agosto.	Establishes the quality assessment regime for Higher Education.
Decreto-Lei n.º 369/2007, de 5 de novembro, cria a Agência de Avaliação e Acreditação do Ensino Superior, e aprova os respetivos Estatutos.	Establishes the Higher Education Assessment and Accreditation Agency - A3ES.
Conselho de Prevenção da Corrupção, Recomendação n.º1/2009, publicada na 2ª série do Diário da República n.º 140, de 22 de julho de 2009, e Recomendação n.º1/2010, publicada na 2ª série do Diário da República, n.º 71, de 13 de abril de 2010.	Corruption Prevention Board guidelines for drawing up and publicising Risk Prevention and Management Plans.
Despacho n.º 16290/2013, de 2 de dezembro, publicado no Diário da República, 2.ª série, n.º 243, de 16 de dezembro, alterado pelo Despacho n.º 7440/2019, de 9 de julho, publicado no Diário da República, 2.ª série, n.º 159, de 21 de agosto.	Statutes of IE-ULisboa
Despacho n.º 15622/2015, de 29 de dezembro, estabelece as bases do Sistema Integrado de Garantia da Qualidade da Universidade de Lisboa (SIGQ -ULisboa), definindo os seus objetivos, organização e instrumentos de atuação.	Approves the RSIGQ-Lisbon
Regulamento da CAI, estabelece o Regulamento da Comissão de Avaliação Interna. Aprovado na reunião do Conselho de Escola de 02/10/2015	Approves the Regulations of the CAI
Despacho n.º 12663/2022, de 31 de outubro, estabelece o regulamento do Sistema Integrado de Garantia da Qualidade do IE-ULisboa (SIGQ-IE)	Approves the SIGQ- IE
<i>Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)</i> , Bruxelas, 2015.	International Guidelines for Quality Assurance in Higher Education.
<i>A3ES, Referenciais para os Sistemas Internos de Garantia da Qualidade nas Instituições de Ensino Superior (adaptado aos ESG 2015)</i> , 2016.	Defines the benchmarks for SIGQ in Higher Education Institutions.
<i>A3ES, Manual para o Processo de Auditoria</i> , V 1.4, Jan2020.	Audit of SIGQ in Higher Education Institutions, published by A3ES.

2. Quality Benchmarks

The Quality Benchmarks provide a guiding framework for the development of SIGQ-IE. These benchmarks are the basis used by assessment institutions when applying the audit criteria for certifying the QIS of academic institutions. Therefore, the development of the SIGQ-IE must take into account the ESG 2015⁸ and the *A3ES Benchmarks for SIGQ in Higher Education Institutions*.⁹

The ESG 2015 were adopted by the ministers responsible for higher education in the European Higher Education Area, based on a proposal from the *European Association for Quality Assurance in Higher Education* (ENQA), in collaboration with the *European Students' Union* (ESU), the *European Association of Institutions in Higher Education* (EURASHE) and the *European University Association* (EUA). The quality benchmarks defined are organised around the following domains:

1. Quality assurance policy;
2. Design and approval of programmes;
3. Student-centred learning, teaching and assessment;
4. Student application, progression, recognition and certification (awarding of degrees) by institutions;
5. Teaching staff;
6. Resources dedicated to teaching and student support;
7. Information management;
8. Public information;
9. Ongoing monitoring and periodic review of programmes;
10. Periodic external quality evaluation.¹⁰

⁸ Available at https://www.engq.eu/wp-content/uploads/2015/11/ESG_2015.pdf

⁹ Available at https://www.a3es.pt/sites/default/files/Referenciais%20ASIGQ_PT_V1.2_Out2016.pdf

¹⁰ Original: “Policy for quality assurance; Design and approval of programmes; Student-centred learning, teaching and assessment; Student admission, progression, recognition and certification; Teaching staff; Learning resources and student support; Information management; Public information; On-going monitoring and periodic review of programmes; Cyclical external quality assurance” (ESG, 2015).

For its part, in the *Guidelines for QJS in Higher Education Institutions*, A3ES followed a broader set of principles which, in line with the ESG 2015, are developed around five vectors:

1. Quality assurance policy;
2. Core processes of the institutional mission - teaching and learning, research and development, inter-institutional and community collaboration, internationalisation;
3. Management of human resources, material resources and support services;
4. Managing and publicising information;
5. Periodic external evaluation.

Breaking down these vectors, A3ES adopted the 13 benchmarks shown in Table 4.¹¹

Table 4 - A3ES Benchmarks

Vectors	Bechmarks
I - Quality assurance policy	1. Adoption of a quality assurance policy and pursuit of quality objectives.
II - Core processes of the institutional mission	2. Design and approval of the training offer 3. Student-centred teaching, learning and assessment 4. Student admission, progression, recognition and certification 5. Continuous monitoring and periodic review of courses 6. Research and development 7. Inter-institutional and community collaboration 8. Internationalisation
III - Management of human resources, material resources and support services	9. Human resources 10. Material resources and services

¹¹ The 13 benchmarks used by A3ES thus include and reinterpret the 10 defined in the ESG 2015, adding those relating to Research and Development (R&D), Inter-institutional and Community Collaboration, and Internationalisation. With regard to the benchmarks relating to Human Resources and Material Resources and Support Services, A3ES generalises them, no longer considering them only in the restricted context of education.

IV - Information management and publicising	11. 11. Information management 12. 12. Public information
V - Periodic external evaluation	13. Cyclical nature of external quality assurance

Source: A3ES

A3ES has also specified these benchmarks, indicating the main objectives for each one and detailing the actions that institutions must take to achieve them. Since ULisboa and, subsequently, IE-ULisboa have adopted the benchmarks proposed by A3ES, a brief summary of the objectives of each of them is presented below.

1. Adoption of a quality assurance policy and pursuit of quality objectives

IE-ULisboa must consolidate a culture of quality, supported by a formally defined and publicly available quality policy and objectives. To this end, it is assessed whether the Institute has prepared, formally approved and published documentation in which it expresses the institutional policy and objectives for quality.

2. Design and approval of the training offer

IE-ULisboa must have processes in place for the design and approval of its training offer, ensuring that the courses provided are designed based on objectives aligned with the institutional strategy in this area. This evaluation should cover any cycle of studies, whether or not they confer an academic degree.

3. Student-centred teaching, learning and assessment

IE-ULisboa must ensure that teaching stimulates active student participation and that teaching methodologies and assessment objectives are consistent with training objectives and student-centred.

4. Student admission, progression, recognition and certification

IE-ULisboa must ensure that aspects associated with the admission, progression, recognition and certification of students are properly implemented. This also includes assessing the procedures associated with IE-ULisboa's certification of training obtained in other areas or institutions.

5. Continuous monitoring and periodic review of courses

IE-ULisboa must periodically monitor and review its training offer, as well as its suitability and continuous improvement.

6. Research and development

IE-ULisboa must equip itself with mechanisms to promote, evaluate and develop the scientific, technological, cultural, and artistic activity that is part of its institutional mission.

7. Inter-institutional and community collaboration

IE-ULisboa must equip itself with mechanisms to promote, evaluate and develop inter-institutional and community collaboration.

8. Internacionalisation

IE-ULisboa must promote, evaluate and develop its international co-operation activities, valuing Europe and the Portuguese-speaking countries and communities in this context.

9. Human resources

IE-Ulisboa must ensure the quality and motivation of its human resources, considering them fundamental to the success of the institution. It therefore endeavours to ensure that recruitment, assessment, training, and promotion processes improve the quality of the work of teachers, researchers, and technical and administrative staff. It must also guarantee a sustainable human capital management policy, avoiding excessive ageing, opening up to the younger generation and also avoiding ruptures in some scientific areas or fields.

10. Material resources and services

IE-ULisboa must ensure that the material resources and services available to support the different activities are appropriate, as well as having mechanisms in place to monitor their suitability and permanent improvement. Their utilisation must guarantee the current and future sustainability of the Institute.

11. Information management

IE-ULisboa must equip itself with an integrated information system, as well as mechanisms to guarantee the collection, analysis, and use of results for the effective management of its various areas of activity.

12. Public information

IE-ULisboa must regularly publish up-to-date, impartial and objective information, both quantitative and qualitative, on the various aspects of its mission.

13. Cyclical nature of external quality assurance

IE-ULisboa is periodically evaluated by external organisations. External evaluation promotes the quality of the activities carried out, verifies the effectiveness of SIGQ-IE, acts as a catalyst for improvement and can offer new perspectives for the institution. This evaluation, which is cyclical in nature, covers the different areas of activity.

The SIGQ-IE is an important mechanism for supporting internal and external evaluation processes, as well as for integrating the quality improvements brought about by these evaluation processes.

3. Mission, vision, and objectives of IE-ULISBOA

The IE-ULisboa Statutes define its mission as:

- a) To study the educational reality with special emphasis on Portuguese society and the societies and cultures with which it has historical relations, both in Europe and in other geographical areas;*
- b) To provide a diversified range of undergraduate and postgraduate education in the field of education and training, aimed at qualifying educators, teachers, trainers, higher education technicians and other professionals involved in educational activities or in organisations with an educational or training dimension;*
- c) Developing community intervention activities in the fields of formal and non-formal education, aimed at promoting the quality of public education and social development;*
- d) Providing scientific and technical support for the design, implementation and evaluation of public policies in the field of education and training.*

In fulfilling the mission referred to in the previous paragraph, IE-ULisboa is governed by a set of fundamental principles and values, as set out in its statutes, namely:

- a) The principle of research as the driving activity of IE-ULisboa, strongly articulated with the postgraduate training offer and with the activities of community intervention and analysis of public policies in education and training;*
- b) The principle of excellence in training in its scientific, technical, cultural and ethical dimensions;*
- c) The principle of commitment to the challenges of education and training in Portuguese society and to innovation;*
- d) The principle of openness to the creation and development of diversified networks of partnerships, on a local, national and international scale;*
- e) The principle of personal and professional valorisation of its students, its teaching and research staff, and its non-teaching and non-research staff.*

According to the Statutes, IE-ULisboa's fundamental duties are:

- a) Carry out studies and research, encouraging the national and international dissemination of the scientific output of its researchers, as well as the social and economic valorisation of the results obtained;*

- b) To take charge of carrying out studies, research programmes and other work of its own initiative or commissioned by public or private, national, foreign, or international entities, as well as to commission other entities, national or foreign, to carry out work necessary to carry out the Institute's programme of activities;*
- c) To collaborate with the other schools of the University of Lisbon and with other Portuguese, foreign and international public or private entities in carrying out studies and research programmes, courses and any other activities of common interest;*
- d) To host researchers at post-doctoral level, within the scope of projects or lines of research underway at the Institute;*
- e) Providing higher education at undergraduate and postgraduate level, organising courses leading to bachelor's, master's and doctoral degrees;*
- f) Organising other non-degree courses and other specialisation and lifelong learning activities;*
- g) Organising aggregation exams in a branch of knowledge or in a speciality in which it can confer a doctoral degree, and awarding the respective title by the University of Lisbon;*
- h) Ensure the provision of services to the community, helping to promote the quality of public education provision;*
- i) Promote the creation of knowledge infrastructures in the field of education and training, by itself or in collaboration, namely databases, archives and observatories, making this information publicly available;*
- j) Participating in the definition and implementation of research and teaching policy in the specific field of education, training and professional training, namely for educators and teachers, as well as providing expertise within the scope of public education policies;*
- l) Promoting the diffusion of scientific knowledge and the public dissemination of research results and other activities, namely by organising scientific meetings;*
- m) To provide personal and professional fulfilment for its teachers and researchers, guaranteeing academic freedom;*
- n) To promote the quality of life and work of students, supporting student associations and providing the conditions for their affirmation;*
- o) Encouraging student participation in academic and social life, namely through scientific, cultural, artistic and sporting activities;*

p) To promote the connection of former students to the Institute and benefit from their contribution to its development;

q) To provide non-teaching and non-research staff with personal and professional fulfilment, seeking to guarantee training conditions, at national and international level, with a view to obtaining high-level technical qualification.

4. Organisational structure of IE-ULISBOA

Under the terms of its Statutes, IE-ULisboa comprises: (a) Research and Teaching Areas, corresponding to disciplinary, multidisciplinary or interdisciplinary specialisations in the field of education and training; (b) a research unit - the Research and Development Unit in Education and Training (UIDEF) of the University of Lisbon; (c) Technical and Administrative Services, shared with the Faculty of Psychology; (d) its own Advisory and Secretarial Services.

IE-ULisboa has governing bodies and advisory, support and representative bodies for the academic community.

4.1. The Institute of Education and the Research and Development Unit in Education and Training

IE-ULisboa is an Organisational Unit (OU) of the University of Lisbon. It carries out teaching and research activities and has its own governing bodies. It is a legal person governed by public law and enjoys statutory, scientific, pedagogical, cultural, administrative, financial and patrimonial autonomy, under the terms of the law and the ULisboa Statutes.

IE-ULisboa has the following governing bodies: the School Council; the Director; the Scientific Council and the Pedagogical Council. Given its administrative and financial autonomy, there is also a Management Board, with powers in terms of administrative, financial and asset management, as well as human resources. The competences of the self-government bodies are those defined by the statutes and the law.

There are three areas of research and teaching around which IE carries out its activities, namely: Education and Training Policies; Curriculum, Teacher Training and Technology; and Didactics.

UIDEF is the organisational structure for education research at the University of Lisbon. It is a reference institution in the field of education research and includes researchers from IE-ULisboa, as well as from other ULisboa schools and other higher education establishments.

The main objective of the research carried out at UIDEF is to enable a multidimensional understanding of organisations, processes and actors, diagnosing problems and needs, as well as producing relevant inputs for a knowledge-based transformation of educational systems and practices.

UIDEF is part of the National Scientific and Technological System and is regularly evaluated by the Foundation for Science and Technology (FCT). UIDEF has governing and management bodies

and is organised into three Research Groups, namely: Education and Training Policies; Curriculum, Teacher Education and Technology; and Didactics (more information available at <http://www.ie.ulisboa.pt/investigacao>).

4.2. Technical and Administrative Services

The Technical and Administrative Services are the central support services for the governance of IE-ULISBOA, and are responsible for ensuring its regular operation and providing support for teaching, research and liaison with society, in fulfilment of its mission.

4.3. School Social Welfare

IE-ULisboa provides school social action to its students through the Social Action Services of the University of Lisbon (SASULisboa), which are services that provide direct and indirect social support to ULisboa's academic community and to external organisations, with administrative and financial autonomy and governed by their own statutes.

4.4. Bodies

The governing bodies of IE-ULisboa are:

School Council;

Director;

Scientific Council;

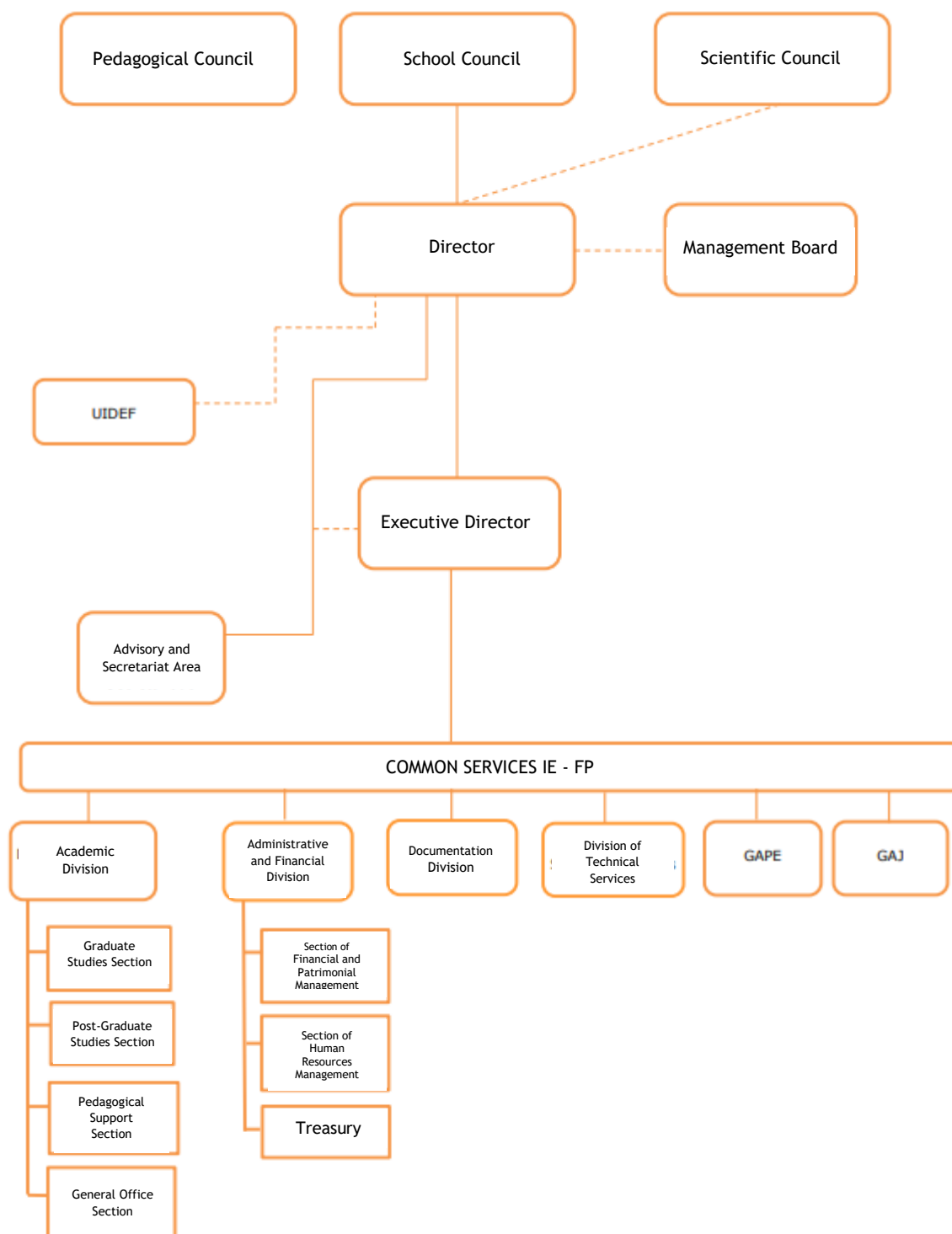
Pedagogical Council;

Management Board.

The composition and competences of IE-ULisboa's governing bodies are defined in the IE-ULisboa Statutes.

4.5. Organisation chart of IE-ULISBOA

Figure 1 - Organisation chart of IE-ULisboa



5. Quality Policy of IE-ULISBOA

Quality assurance, specifically the existence of processes for the systematic collection of information with a view to continuous improvement, has been a fundamental axis of the strategic institutional development plans presented by IE-ULisboa's governing bodies since its foundation.

In accordance with its Statutes, IE-ULisboa *periodically carries out an internal quality assessment, under the terms of the law, in conjunction with the University of Lisbon's assessment and quality assurance systems.*

The functioning of IE-ULisboa's Internal Evaluation Committee has been regulated since 2015, leading to a new regulation in 2022 with a view to implementing SIGQ-IE.

It prioritises the following principles:

- a) to take into account the diverse, complex and multidimensional reality of IE-ULisboa;
- b) to guarantee the integration of SIGQ-IE into the Integrated Quality Assurance System of the University of Lisbon (SIGQ-ULisboa);
- c) encourage the participation of all the actors involved - teachers, researchers, students and technical and administrative staff;
- d) be characterised by simplicity, coherence, stability and predictability, without prejudice to innovation and administrative modernisation of the system's management;
- e) ensure transparency and accountability;
- f) ensure participation, collegiality, rigour and commitment to academic life;
- g) to promote the development of a culture of quality in the various fields of activity of IE-ULisboa;
- h) to contribute to the continuous improvement of the activities carried out at IE-ULisboa.

To these principles can be added the objective of contributing to the continuous improvement of the activities carried out at ULisboa.

SIGQ-IE brings together all the Institute's activities that contribute to guaranteeing the quality of the activities carried out and the fulfilment of its mission, and the Director is responsible for its implementation and management.

According to the RSIGQ-IE, the CAI-IE was created to assist the Director in this task, with advisory functions and the following competences:

- 1 - The IAB-EI has advisory functions.
- 2 - The CAI-IE carries out its activities under the guidance of its Chairman.
- 3 - The CAI-IE's competences are:
 - a) To promote the development of a quality culture at IE-ULisboa;
 - b) To present proposals for the management and monitoring of SIGQ-IE;
 - c) To monitor the activities of IE-ULisboa's Evaluation and Quality Assurance Office;
 - d) Monitor internal and external evaluation processes;
 - e) Promote the development of the IE-ULisboa Quality Manual and Plan and propose its approval to the competent bodies;
 - f) Promote the development of good practice manuals and propose their approval to the competent bodies;
 - g) Propose the revision of these Regulations;
 - h) Approve its bylaws.
- 4 - In all matters within its remit, the IAB may request opinions or collaboration from other IE-ULisboa bodies.

The steps taken since the foundation have been followed by a series of operational improvements, which today guarantee the system's maturity. The fact that, since 2021, ULisboa as a whole has been using the same common academic management system (FENIX) and Human Resources and Financial Management system (SAP) was an important milestone that will make it possible, in the future, to develop systems that allow for the integrated collection and processing of information, without prejudice to respecting the specificities and autonomy of the Schools. In addition, IE-ULisboa is implementing a scientific management system - PTCris, with the aim of complementing the scope of IE-ULisboa's information collection systems, thus covering the various dimensions of the institution's life. This system will have to dialogue with other existing scientific information collection systems at ULisboa.

6. The Integrated Quality Assurance System of IE-ULISBOA

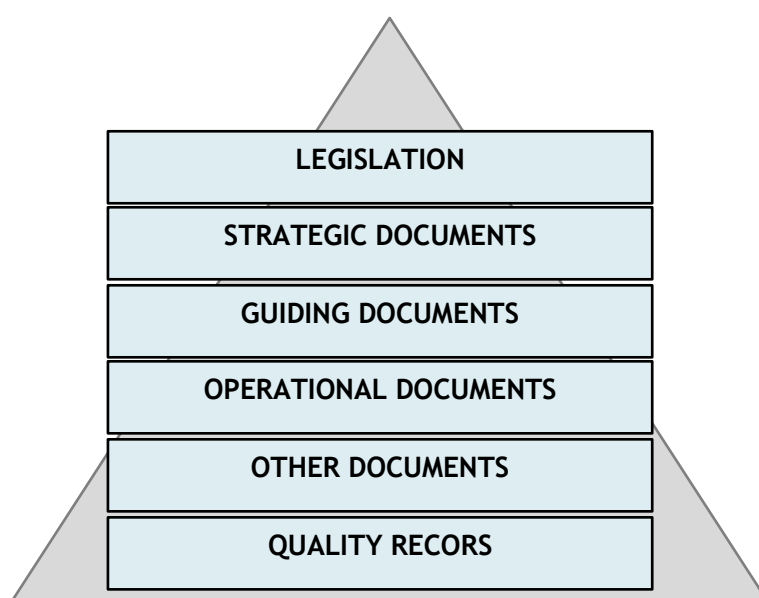
6.1. Organisation and documentation

IE-ULisboa organises the SIGQ into two levels of analysis. The first adopts a process-based approach, identifying and managing the procedures associated with them, recognising the different activities that make them up, as well as their players, and defining the indicators that will allow its development to be monitored. Based on the evolution of these indicators and their assessment in relation to the objectives set out in the Action and Quality Plans, mechanisms for analysis and reflection should be adopted to enable the continuous improvement of processes and the redefinition of plans.

On a second level, a perspective based on quality benchmarks is adopted. In this case, the objectives, the actions to be promoted, the bodies or services responsible and the related documents and/or activities are identified for each of the benchmarks.

The document architecture adopted in the SIGQ-IE is shown in Figure 2.

Figure 2 - Documentary architecture of SIGQ-IE



The most relevant legislation has been mentioned above (Table 3).

The strategic documents are the IE-ULisboa Statutes and the Action Plan for the four-year term of office of the Director.

The guiding documents are as follows:

- Quality Manual - defines the quality policy, describes the SIGQ-IE and establishes the architecture and general organisation of the quality management system;
- Quality Plan - defines, in detail, the players, processes and procedures needed to assess and manage the quality of activities;
- Annual Activities Plan - establishes IE-ULisboa's main lines of action for each year, as well as the respective budgetary impacts;
- Management Risk Prevention Plan, including the Risks of Corruption and Related Offences
 - identifies the main risks in the teaching, scientific, research and administrative areas and determines the design of procedures with the aim of cancelling or mitigating them.

The operational documents include:

- Regulations - regulate IE-ULisboa's activity, either by adapting its operation to legal requirements or by defining the rules that certain internal programmes or activities must follow;
- Procedures Manuals - when necessary, they aggregate the procedures adopted by the different services, with a systematic description of the tasks that make up each process, including, if necessary, procedure description sheets; information notes, instructions, forms, reports, resulting from the execution of the process and its analysis and quality records that show compliance with the different procedures.

There are also other documents and records resulting from the regular collection of information at multiple levels. These include, among others, curricular unit sheets, summary records, curricular unit (CU) reports, study cycle reports, teaching reports, results of pedagogical surveys, research unit reports, performance evaluation reports and, where available, system meta-evaluation reports.

6.2. Integrated information system

The SIGQ-IE requires the continuous collection and analysis of information on the Institute's activities in order to match them with reliable indicators. The process is based on an information system that enables the consolidation of data relating to the quality benchmarks described at the beginning of this QM, gauging the degree of fulfilment of its objectives, the evolution of the different indicators and the possibilities for improvement.

IE-ULisboa has two integrated information management systems in full operation and a third in the installation phase. The first is the FENIX academic management system, which allows information to be collected and processed in an integrated and articulated manner. FENIX is an information management system that integrates multiple documents and indicators related to academic activities, such as study cycles, curricular units, classes and summaries, grades and agendas, pedagogical surveys and others.

As of 2022, the *Quality Assurance Module for the Fénix Integrated Academic Management System* will be in operation. This will contain, among other things, the following elements:

- a) Curricular Unit (CU) Reports - data on the characteristics and functioning of the CUs, academic success, pedagogical surveys and comments from those responsible for the CUs;
- b) Study Cycle Reports - data on the characteristics of the study cycles, number and characteristics of those enrolled, evolution of demand, academic achievement, school dropouts, training efficiency, characteristics of graduates, employability of graduates, internationalisation, class attendance, pedagogical surveys, comments and opinions of the heads of the study cycles and the Pedagogical Council;
- c) Report on the academic year.

It is also planned to set up an automatic "alert" system, which will signal situations with potential problems, which should then be examined by those involved with a view to improving them.

Although the elements collected by FENIX only relate to teaching and learning - A3ES benchmarks 2 to 5 - they are central to building a robust quality system in a higher education institution like IE-ULisboa.

The second information system in operation is the Integrated Resource Management System (ERP), based on SAP technology. This system facilitates the collection and integrated processing of information on human, financial, accounting, property, logistics and sales resources. This data mainly relates to A3ES benchmarks 9 and 10.

A third information system, relating to R&D activities, is still being set up. - PTCris. To date, the collection and processing of information on scientific production has followed the procedures and used the indicators usually reported by research units to the entities that promote and fund research, in particular the FCT. These data form the basis of A3ES benchmark 6.

However, with a view to continuous improvement, an integrated scientific information management system for IE-ULisboa will soon be operational, compatible with the system to be adopted by ULisboa. The aim of this system is to facilitate the processes of managing, producing and accessing scientific information in real time, with the aim of providing a broad view at various levels; identifying research networks; facilitating the measurement and analysis of scientific activity, namely the production of bibliometric indicators; generating greater efficiency in the preparation of activity reports and other reports; improving the mechanisms for strategic decision-making and defining R&D policies; and contributing to better communication of science.

This system includes links with international databases (such as ORCID, Web of Science and SCOPUS) and with the FCT (namely CIÊNCIAVITAE), so that elements of scientific production relating to teachers and researchers can be imported. There could also be a link to FENIX, allowing for integrated management of advanced training activity, to the ULisboa Repository (a collection of documents, in digital format, bringing together the university's intellectual, academic and scientific production) and to the ULisboa Libraries system.

These integrated information systems do not exclude the use of other sources, nor do they prevent IE-ULisboa's reports and indicators from being complemented by the collection and processing of other specific information.

At the base of all the information collected for SIGQ-IE is a set of processes that can be articulated with the main quality benchmarks. This information allows for the construction of various indicators. Some of these elements are detailed in the PQ-IE where the procedures and indicators are indicated.

6.3. Integrated management system

Another component of the operationalisation of SIGQ-IE is an integrated management system, based on a *Benchmark Control Map* inspired by quality references. The model for this map is shown in Table 5.

Table 5 - Benchmark Control Map Model

Definition of the Benchmark		
Description and objectives of the Benchmark		
Actions to be promoted	Responsible bodies or services	Related documents and/or activities
Description of the action	<ul style="list-style-type: none"> Governing bodies of IE-ULisboa (...) IE-ULisboa Services (...) Other bodies (...) 	<ul style="list-style-type: none"> Produced by the governing bodies of IE-ULisboa (...) Produced by the IE-ULisboa Services (...) Produced by other organisations (...)

This map identifies the various benchmarks, their objectives, the actions to be promoted, the bodies or services responsible for producing and processing the information, and the related documents and/or activities. The list of benchmarks, objectives and actions to be promoted derives directly from the standards presented by A3ES for organising and auditing quality systems.¹² It is up to the institution to define the bodies or services to be mobilised, as well as the documents and/or activities to be drawn up.

The detailed version of the Benchmark Control Map will be presented in the PQ-IE and updated whenever necessary.

¹² or example, in the case of Benchmark 1 (Adoption of a quality assurance policy and pursuit of quality objectives), A3ES indicates the following as an objective: The institution has consolidated a quality culture, supported by a formally defined and publicly available quality policy and objectives. It then adds the actions that should be promoted: To this end, the institution has prepared, formally approved and published documentation expressing the institutional policy and objectives for quality, which includes, in particular:

- *The institutional strategy for continuous quality improvement, reflected in the pursuit of certain quality objectives, as an integral part of the institution's overall strategic management and contribution to accountability;*
- *The organisation of the quality assurance system, outlining the responsibilities of the different bodies and services in this area;*
- *The forms of involvement and responsibilities of students and other stakeholders (internal and external) in quality assurance processes;*
- *The ways of ensuring academic integrity and vigilance against academic fraud and any form of intolerance or discrimination towards students or teaching and non-teaching staff;*
- *How the quality policy is implemented, monitored and reviewed and translated into an effective internal quality assurance system.*

6.4. Structures, competences and responsibilities

With regard to quality assurance, IE-ULisboa's top management, represented by the Director, has the following main responsibilities:

- defining and publicising a quality policy;
- ensuring the implementation of the SIGQ;
- promoting management efficiency and effectiveness;
- ensuring the availability of resources;
- ensuring the commitment of all bodies and services to the implementation, maintenance and improvement of SIGQ.

According to the SIGQ-IE Regulations, the CAI-IE, appointed by order of the Director, is the advisory body responsible for presenting proposals for managing, monitoring and improving the SIGQ-IE. This body is made up of four teachers/researchers, one student, one non-teaching staff member and one external member.

The IE-ULisboa School Council approves the regulations that define the structure and instruments needed to develop the SIGQ-IE. The MQ-IE and PQ-IE are approved by the Director, without prejudice to consultation with other bodies.

In order to facilitate integration between the common processes and procedures of SIGQ-ULisboa and the specific processes and procedures of IE-ULisboa, there must be a regular liaison channel between IE-ULisboa and the Rectorate of ULisboa.

In short, IE-ULisboa promotes, in conjunction with the Rectorate of ULisboa and using its own mechanisms, strategies for self-evaluation and the collection and processing of data, with a view to the continuous improvement of the institution and the services provided to the community. These procedures must be aligned, in terms of general principles, with those defined generically for the University. The information collected by IE-ULISBOA as part of its management and quality assurance activities is an integral part of SIGQ-ULisboa.

IE-ULisboa recognises that the facts gathered and the conclusions reached by analysing data on the different aspects related to the quality benchmarks and their monitoring necessarily lead to decision-making proposals aimed at identifying the less positive aspects and defining effective solutions to the challenges facing IE-ULisboa.

At all times, particular attention must be paid to the articulation between SIGQ-IE and the management bodies, as well as to the participation of all the agents involved in the quality assurance processes. In the latter case, the mobilisation of teachers, researchers, students and technical and administrative staff is essential for the system's credibility.

The Director and the CAI-IE must periodically evaluate the form of inter- and intra-institutional articulation in the conduct of quality processes, in order to monitor and improve their operation.

6.5. Relationship with ULisboa

IE-ULisboa's statutes define an institutional model based on the principles of autonomy and responsibility. The SIGQ-IE must therefore take into account the global and local levels, constituting a model that develops and replicates itself on the basis of the SIGQ-IE, feeding off each other through fluid, easy and permanent communication.

Quality assessment involves the following components at each level:

- ULisboa: global assessment of the University's activities, guaranteeing the fulfilment of the mission and activity plan and defining the benchmarks, main processes and general indicators;
- IE-ULisboa: evaluation of the activities carried out on the basis of the benchmarks and indicators, focussing on the specific processes that take place at its level of activity.

Given the University's statutory principles, and also the varying state of consolidation of the quality systems of the different Schools, SIGQ-ULisboa does not compromise local autonomy: there is a common system, based on general rules and principles, but with specifications in each School, which may or may not take the form of their own SIGQ certified by A3ES.

From a formal point of view, the MQ-IE derives from the MQ-ULisboa. The same principle applies to the other SIGQ-IE documents.

The MQ-IE and PQ-IE are therefore developments of the corresponding ULisboa documents, adapted to IE-ULisboa's own functions and specificities.

In all cases, these documents, as well as the Director's four-year Action Plan and the Services' Procedures Manuals, are approved by the statutorily competent bodies.

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